DOCUMENT RESUME

ED 185 736 EC 123 575

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TITLE The Individualized Educational Plan: A Decision-Making Process. A Student-Centered Approach to Training. Trainer's Manual. Revised Edition.
SPONS AGENCY Massachusetts State Dept. of Education, Boston. Bureau of Special Education.; Northeast Regional Resource Center, Hightstown, N.J.
PUB DATE Apr 79
CONTRACT 300-77-0537
NOTE 350p.; For the participant's manual see EC 123 574.
AVAILABLE FROM Connections Publications, 52 Lee St., Cambridge, MA 02139

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Instructional Materials; *Program Development; Special Education Teachers; Teacher Education; Teaching Guides; Teamwork; *Training Objectives; Workshops
IDENTIFIERS *Individualized Education Programs

ABSTRACT

The trainer's manual for teaching aspects of the individualized educational plan (IEP) to teachers of special needs students is presented. An introductory section discusses the objectives of each of the five modules, provides a description of the IEP training materials, an overview of the training procedures, criteria and hints for trainers, a summary evaluation form, and suggestions for workshop planning and preparation. Topics of each of the modules are: (1) context and implications of the IEP, (2) in-school solutions during the prereferral period, (3) components of the IEP, (4) a team approach to IEPs, and (5) review and revision of the IEP. Each module contains an introductory section (in which objectives are outlined), pretraining activities, an overview of the training process, answers to the criterion test, and references. Approximately 85 transparencies are included to assist the trainer in teaching the modules. (PHR)

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TRAINER'S MANUAL

THE INDIVIDUALIZED EDUCATIONAL PLAN

A Decision-Making Process

IEP

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A Student-Centered Approach to Training

**The Massachusetts Department
of Education**

EC123575

FIELD TEST EDITION — July 1978
REVISED EDITION — April 1979
SECOND PRINTING — November 1979

CONNECTIONS PUBLICATIONS
52 Lee Street
Cambridge, MA 02139

Design by Graphics Wise

THE INDIVIDUALIZED EDUCATIONAL PLAN

A Decision-Making Process

IEP

A Student-Centered Approach to Training

Revised Edition
April, 1979

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The production of this document was supported by the NORTHEAST REGIONAL RESOURCE CENTER, 168 Bank Street, Hightstown, N.J. 08520, contract No. OEC 300-77-0547, awarded to the New Jersey State Department of Education from the United States Office of Education, Department of Health, Education and Welfare, Bureau of Education for the Handicapped. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

ACKNOWLEDGEMENTS

We wish to thank the following persons for their contributions to the publication of these IEP Manuals:

Antonio Barbosa
Patti Bourexis
Susan Brideau
Anne Broder
Majorie Carr
Paul W. Celuzza
Ruth Connaughton
Eric H. Darling
Margaret Dennison
Lucille DiGravio
Susan Friel
Janey Frank
Debra M. Grzwacz
Harriet Hayes
Donna Henderson
Mary Henderson
Lyndy Johnson
Paula Johnson
William F. Lally
Marylou McCarrick
Nicholas J. Maldari
Janet Manning
Eileen Murphy
Dorothy A. Pappas
Sandra Pierson
Theodore F. Riggen
David P. Riley
John Saunders
Anthony D. White
Cynthia Williams

The Revised Edition is based on the Field Test Edition prepared by the Individual Educational Plan Training Project, July, 1978.

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> **But always the surest guarantee of change and growth is the inclusion of living persons in every stage of an activity. Their lives, their experiences and their continuing response---even their resistances---infuse with life any plan which if living participants are excluded, lies on the drawing board and loses its reality.**
>
> **Margaret Mead**

INTRODUCTION

Federal and State legislation has mandated that an Individualized Educational Plan (IEP) be developed for all special needs students. The IEP is a vehicle and a blueprint for change for special needs students within the context of the educational community. For meaningful and long-lasting changes to occur, all participants must be integrally involved in in the decision-making process relative to developing the IEP.

The Individualized Educational Plan - A Decision-Making Process was developed by the IEP Training Project, a federally funded Statewide Special Education Project (January, 1978 - July, 1978). The materials were field tested in August, 1978 in cooperation with Boston School professionals. The revision of the IEP training materials was sponsored by the Massachusetts Department of Education, Division of Special Education and supported by a grant from the New Jersey Regional Resource Center.

The program contains five training modules that represent unique and important aspects of the IEP process. The modules allow school districts maximum flexibility in adapting the materials to meet their individual training needs. Therefore, the modules were designed so that they can be presented separately or in combination with each other.

The training materials represent thirty hours of training. The overview objectives, followed by brief descriptions of each module, are indicated below:

OVERVIEW OBJECTIVES

In these modules, the participant will be able to identify and apply:

1. The critical attributes of the Normalization Principle and the implications of that principle on the delivery of educational services to students with special needs. (Module One)

2. Instructional modifications and intervention strategies necessary for appropriate decision-making for students during the Pre-Referral phase of the IEP process. (Module Two)

3. Procedures and components for the development of the IEP. (Module Three)

4. The components of the Team decision-making process necessary for developing the IEP. (Module Four)

5. Features required for the quarterly and annual review of an IEP. (Module Five)

TRAINING MODULES

Module One — The Individualized Educational Plan: Context and Implications

The purpose of this module is to present to special and regular educators an overview of the Principle of Normalization and the implications of that principle for delivery of educational services to students with special needs. Topics addressed in this module are: (1) the definition of the Normalization Principle; (2) Deviancy, Labeling, and Stigmata; (3) special educational services as a subsystem of a total system of service delivery; (4) legal precedents relative to Public Law 94-142 and Massachusetts Chapter 766; (5) components of Public Law 94-142 and Massachusetts Chapter 766 relative to the Individualized Educational Plan; (6) issues involved in due process; and (7) the concept of Least Restrictive Environment.

There are six training sections in Module One. It is estimated that it will take approximately three hours for the participants to complete the module. The materials should be presented in one three (3) hour session. The suggested breakdown for the presentation of the training materials is indicated below:

Session One	**Training Section**	**Minutes**
IEP-A Systems Orientation	I	25
Components of Public Law 94-142 and Mass. Chapter 766	II	30
Legal Precedents	III	25
Break		10
Educational Implications of Legal Precedents	IV	30
Deviancy, Labeling, and Stereotypes	V	30
Normalization	VI	30

Module Two — The Pre-Referral Process: In-School Solutions

The purpose of this module is to introduce the special and regular educator to skills necessary for making appropriate decisions for students in the Pre-Referral Period. The Pre-Referral Period is specified in Paragraph 314.0 of the Chapter 766 regulations. These regulations state that prior to a referral of a school age child for an evaluation, all efforts are to be made to meet the child's needs within the context of services which are part of the regular education program.

There are eight training sections in Module Two. It is estimated that it will take six hours for the participants to complete the module. The materials should be presented in two (2) three hour sessions. The suggested breakdown for the presentation of the training materials is indicated below.

Session One	**Training Section**	**Minutes**
Why Pre-Referral	I	15
Learning Style	II	30
Break		10
Sociocultural Influences	III	15
School Systems	IV	70
Break		10
Recording Behavior	V	30
Session Two		
Informal Assessment	VI	20
Task Analysis	VII	60
Break		10
In School Solutions	VIII	90

Module Three — The Individualized Educational Plan: Components of the IEP

The purpose of this module is to introduce the special and regular educator to the necessary procedures and components for the development of an Individualized Educational Plan (IEP). An IEP is a working document that includes: (1) a student profile; (2) current performance levels; (3) general student centered goals; (4) specific student centered objectives; (5) teaching approaches and methodologies; (6) specialized equipment and materials; (7) monitoring and evaluation techniques; and (8) a special education service delivery plan. Also included is student information such as: age, language of the home, and the student and other services offered to the student, e.g. remedial reading. The IEP document is a product of the Evaluation Team's decisions concerning the student's needs.

There are eight training sections in this module. It is estimated that it will take the participant nine hours to complete the materials in this module. The materials should be presented in three, three hour sessions. The suggested breakdown for presentation is indicated below:

Session One	**Training Section**	**Minutes**
Overview of the IEP Components	I	40
Student Profile	II	70
Break		10
Current Levels of Performance	III	60
Session Two		
Establishing General Student Centered Goals	IV	60
Break		10
Teaching Approaches and Methodologies	V	60
Break		10
Monitoring and Evaluation Strategies	VI	40
Session Three		
Specific Student Centered Objectives	VII	90
Break		15
Types of Service Delivery	VIII	75

Module Four — The Individualized Educational Plan: A Team Approach

This module has been designed to introduce the special and regular educator to the decision-making process for the development of an Individualized Educational Plan (IEP). The organizational structure for developing the IEP is the Team approach. In this module, salient features of group decision-making processes are introduced via the use of case materials.

There are four training sections in this module. It is estimated that it will take nine hours to complete the training. The materials should be presented in three, three hour sessions. The suggested breakdown is indicated below:

Session One	**Training Section**	**Minutes**
Referral	I	80
Break		10
Assessment	II	90
Session Two		
Sharing Information	III	180
Session Three		
Developing an IEP	IV	180

Module Five — The Individualized Educational Plan: Review and Revision

The purpose of this module is to introduce the special and regular educator to the review and revision processes of the Individualized Educational Plan (IEP) for students with special needs. A review is the evaluation of the student's program and placement; revision is the change in the IEP based on the results of the review. Case materials are used to illustrate the review and revision process.

There are three training sections in this module. It is estimated that it will take three hours to complete the training. The materials should be presented in one, three (3) hour session. The suggested breakdown for the presentation of the training materials is indicated below:

Session One	**Training Section**	**Minutes**
An overview of Review and Revision	I	20
Quarterly Review	II	60
Break		10
Annual Review	III	90

DESCRIPTION OF THE IEP TRAINING MATERIALS

• The Trainer's Manual

The Trainer's Manual includes instructions for presenting the materials found in each module, background information relative to the module content, criteria tests and answers to determine participants entry level skills, instructional transparencies (overheads), topics for discussion, debriefing procedures and activity and answer sheets.

• The Participant's Manual

The Participant's Manual contains worksheets for each activity, instructions for completing each activity, background information related to the module content area, copies of the instructional transparencies, and a criteria test which includes the major concepts presented in the module.

Instructional Transparencies

The instructional transparencies should be used to augment the presentation. They are not intended to be the only vehicle for imparting information to the participants. The transparencies present major points contained in the module. These points must be expanded upon by the trainer. All transparencies can be used individually, in the suggested sequence (presented by number) or deleted if time or the individual style of the trainer so dictates. The transparencies must be made by the trainer prior to presenting the workshop. Copies of the instructional transparencies are contained in the Participant's Manual in the order of presentation. The participants should be encouraged to take notes on these pages and use the transparencies and references as guides.

Summary Evaluation Sheets

The purpose of the summary evaluation is two-fold:1) to provide information relative to the performance of the training materials and, 2) to provide information relative to the quality of the instruction. The summary evaluation should be distributed at the completion of each module, and at the end of an entire workshop series. (See next page)

The Summary Evaluation for the IEP Workshop should be distributed at the completion of each module.

SUMMARY EVALUATION
for IEP WORKSHOP

		adequate inadequate
1	The pre-workshop communications were:	1 2 3 4 5 6 7
		excellent poor, disappointing
2	The organization of the Workshop was:	1 2 3 4 5 6 7
		excellent dull
3	The Objectives of the Workshop were:	1 2 3 4 5 6 7
		excellent disappointing
4	The mode of presentation was:	1 2 3 4 5 6 7
		appropriate inappropriate
5	The sequence of the presentations was:	1 2 3 4 5 6 7
		very interesting dull
6	The ideas and activities were:	1 2 3 4 5 6 7
		adequate inadequate
7	The scope (coverage) was:	1 2 3 4 5 6 7
		adequate inadequate
8	The articles in the Participant's Manual are:	1 2 3 4 5 6 7
		excellent disappointing
9	The work of the trainer(s) was:	1 2 3 4 5 6 7
		very beneficial no benefit
10	My attendance at this workshop will prove to be:	1 2 3 4 5 6 7
		excellent disappointing
11	Overall, I consider this workshop:	1 2 3 4 5 6 7

12 Should anything be done differently at future workshops? ___ YES ___ NO

If yes, please specify: ______________________________

____

____

13 Do you feel a need for additional information regarding any information contained in these modules? ___ YES ___ NO

____

____

____

14 Additional comments: ______________________________

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OPTIONAL:

Name: ______________________

Position: ______________________

OVERVIEW OF THE TRAINING PROCEDURES

These modules represent a conceptual training model that has two dimensions: level of training and process of training. See Figure 1 for examples.

LEVEL OF TRAINING	PROCESS OF TRAINING	EXAMPLE ACTIVITY
IDENTIFICATION	Lecture, visual aids participant's readings	Given a short term objective, the student will label the four components.
DISCRIMINATION	Worksheet activity followed by immediate response and debriefing	Given incomplete short objectives, the student will identify the missing element.
APPLICATION	Worksheets case materials	Given conditions for writing short term objectives, e.g. task and responses, the student will write four short term objectives.
ANALYSIS	Debates, small and large group instruction, role playing simulations followed by debriefing	Given the components of the I.E.P., the student will assess significance of the short term objectives.

FIGURE 1: Dimensions of Training

CRITERIA FOR TRAINERS

Trainers should possess considerable experience in the field of special education in order to answer participant's inquiries. Such inquiries may include mainstreaming, not addressed in the training materials or additional process questions related to the development of an IEP. Not only should the trainer possess the skills to address these questions, but s/he should be able to attend to the attitudes, e.g. formation of values, emotional responses, and preferences of the participants.

Ideally, a trainer should have participated in an IEP workshop before assuming training responsibilities.

HINTS FOR TRAINERS

Group Process Skills

- Establish and vary eye contact with all participants by moving eyes corner to corner around the room.
- Establish balance between non-directive and authoritarian styles. Promote discussion but stay on task.
- Be aware of hidden agendas pulling you off task. Attend to hidden agenda by placing them on newsprint for discussion after the session.
- Redirect participant's extraneous comments. Stay on task. Example: "Your comments on school boards were very interesting but we should relate that to parental roles in the evaluation process."
- Clarify participant's comments by re-stating them in your own words. Ask participants if your understanding of their comments is correct, e.g. "Am I hearing you say..."
- Probe participants by avoiding "yes-no" questions. Encourage further information. For example, "Would you illustrate what you're saying?" "That's an interesting point - would you expand on that?"
- Listen actively but give verbal and non-verbal cues, e.g. nodding head, establishing eye contact, expressive use of the eyes.

- Define your technical terms and those terms unfamiliar to the participants.
- Summarize major points throughout the discussion.
- Keep to schedule.
- Be non-judgmental. Listen to all sides. Strive for workable compromises. Be tolerant of other person's views.
- Don't say what others want to hear. Be free of pretense, affectations, and hypocrisy.
- Avoid personality conflicts.
- Move around the room. Don't stand in one spot. Be visible to all participants.
- Don't be reluctant to admit what you don't know.
- Encourage participants to help you answer questions from the group.
- RELAX
- Don't "talk down" to your audience/or "go over their heads."
- Watch participant's activity and interest levels. Give breaks when appropriate.
- At the completion of the workshop session, ask the participants for constructive criticism. Distribute workshop evaluation forms. Use them as a guide for subsequent sessions.

WORKSHOP PLANNING AND PREPARATION

SIZE OF THE WORKSHOP

The IEP training materials are designed for a participant group consisting of 15 to 25 members. Twenty (20) participants are considered optimal group size. This will enable the trainer(s) to answer individual questions, to comfortably facilitate small group activities, and to present didactic materials in a personal atmosphere.

COMPOSITION OF THE WORKSHOP PARTICIPANTS

The composition of the participants should be identified prior to the workshop session. By identifying the target audience, the trainer will be able to individualize the training materials to match the interests and entry level skills of the participants. It is advisable to form participant audiences whose expertise and backgrounds are similar. For example:

1. Special education teachers, specialized teaching personnel, and regular educators with special education experiences.
2. Regular education teachers, administrators, and parents with limited special education experiences.
3. Special education administrators, special educators and specialized personnel from the same geographic area.
4. Regional and state administrators, principals, and educational personnel.
5. Citizen and consumer groups.

THE WORKSHOP ENVIRONMENT

The success of a workshop will greatly depend upon the attitudes and actions of the trainer. The first minutes are most important since they set the "tone" of the workshop. Greet participants in a cordial manner. The participants will appreciate a handshake or an informal greeting more than a "sudden announcement" to take their seats. Announce the workshop schedule, the time of the breaks and the location of beverages, food and other amenities. Discuss the purpose, goals and objectives of the workshop. Describe the manner of presentation, the types of activities contained in the workshop and when you would like to address individual questions.

- KNOW YOUR MATERIALS!
- Rehearse your presentation with an interested person. Rehearse a minimum of two times, the first time for initial reactions, the second for refinement of presentation.
- Use transparencies effectively. Make sure overheads are positioned where all the participants can see them, e.g. don't stand in front of the overhead projectors. Make sure your overheads are focused. Use a pointer or marker for emphasis.

- When using newsprint or chalkboard, write clearly and large.
- Get to the workshop 30-60 minutes before starting.
- In advance of the workshop, check out the size of the room, seating arrangements, ventilation, lighting, acoustics, and temperature.
- Plan for someone to time your presentation.
- Tape record sessions for self-appraisal.
- Prepare a "Trainer's Survival Kit." A suggested list would include:

Electrical extension cord
Three prong electrical adapter
Pointer
Extra projector bulbs
Scissors
Chalk
Masking tape/cellophane
Pens/pencils
Extra overheads
Extra materials
Timepiece
Blank audiotapes
Grease Pencils
Newsprint

GOOD LUCK!!!!!

THE INDIVIDUALIZED EDUCATIONAL PLAN: CONTEXT AND IMPLICATIONS

MODULE ONE

THE INDIVIDUALIZED EDUCATIONAL PLAN: CONTEXT AND IMPLICATIONS

TRAINER'S MANUAL

INTRODUCTION TO MODULE ONE

The purpose of this module is to present to special and regular educators an overview of the Principle of Normalization and the implications of that principle for delivery of educational services to students with special needs. Topics addressed in this module are: (1) the definition of the Normalization Principle; (2) Deviancy, Labeling and Stigmata; (3) special educational services as a subsystem of a total system of service delivery; (4) legal precedents relative to Public Law 94-142 and Massachusetts Chapter 766; (5) components of Public Law 94-142 and Massachusetts Chapter 766 relative to the Individualized Educational Plan; (6) issues involved in due process; and (7) the concept of Least Restrictive Environment.

OVERVIEW OBJECTIVES

1. To describe two concepts of systems theory;
    a. that all service delivery systems are part of a larger system
    b. that breakdowns in one subsystem cause a ripple effect in the others.
2. To list three (3) major components of P.L. 94-142.
3. To list three (3) major components of Massachusetts Chapter 766.
4. To cite the precedents of the PARC and Mills cases and the implications of those cases for special education services.
5. To choose an appropriate and least restrictive environment for a student with special needs.
6. To identify the implications of labeling and stereotyping for students with special needs.
7. To identify critical attributes of the Normalization Principle.

PRE-TRAINING ACTIVITIES

As the session leader, your role is to introduce participants to the concepts and activities contained in this module, as well as to guide discussions and to clarify points illustrated by the activities.

Prior to introducing this module, the trainer should:

1) Examine carefully the contents of the background materials;
2) Read all activities to be completed by the participants;
3) Assess the entry level skills of the participants by:
    a) Ascertaining the degree of experience of each participant in regular and special education services;
    b) ascertaining the knowledge of the participants relative to the availability of special services in an educational setting;
    c) administering and scoring the Criterion Test for Module One;
    d) counseling potential participants concerning their scores on the Criterion Test for Module One. If the participant scores less than 80% on the test, s/he is eligible for participation in Module One. If the participant scores better than 80%, s/he can take the Criterion Test for Module Two and/or participate in Module One if s/he feels that the activities may facilitate new insights or presents new skills, although s/he is familiar with the content.
4) Prepare all transparencies and newsprint.

AN OVERVIEW OF THE TRAINING PROCESS

In this module, the participant will be introduced to the legal precedents and ideology underlying the mandate of Massachusetts Chapter 766 and P.L. 94-142. The materials in this module will be presented through the use of a lecture/overhead presentation, small and large group activities, followed by group discussion. The materials for this module have been designed for the purpose of facilitating the participant's identification, discrimination, and application of information relative to the development of the IEP for students with special needs. Background information, suggestions, procedures, questions and feedback are provided for the trainer.

Entry Skills

Entry skills for this module are:

1) Some experience in regular or special education as a service provider.
2) A knowledge of services available to special needs students in a school setting

Time Limits

There are six training sections in Module One. It is estimated that it will take approximately three hours for the participants to complete the module. The materials should be presented in one three (3) hour session. The suggested breakdown for the presentation of the training materials is indicated below:

Session One	Training Section	Minutes
IEP - A Systems Orientation	I	25
Components of Public Law 94-142 and Massachusetts Chapter 766	II	30
Legal Precedents	III	25
Break		10
Educational Implementation of Legal Precedents	IV	30
Deviancy, Labeling and Stereotypes	V	30
Normalization	VI	30
		180

SECTION I: IEP — A SYSTEMS ORIENTATION

Purpose

Transparencies 1.1, 1.2 and 1.3 of this section are intended to display the (1) definition of a system, (2) the basic functional components of a system, and (3) the IEP as a system of educational actions designed to insure that students with special needs receive an appropriate quality education.

Overview Objectives

To describe two concepts of systems theory:

a) That all service delivery systems are part of a larger system

b) That breakdowns in one subsystem cause a ripple effect in the others.

Background Information

Throughout Module One, the concept of education as a service delivery system for special needs students must be stressed. Salient features of a systems orientation to special education services are: 1) systems do not function in isolation; 2) each system component depends upon, and is affected by the management of other components; and 3) an individual who is receiving services from one agency may be involved with another agency within that system. Special education services illustrate these points.

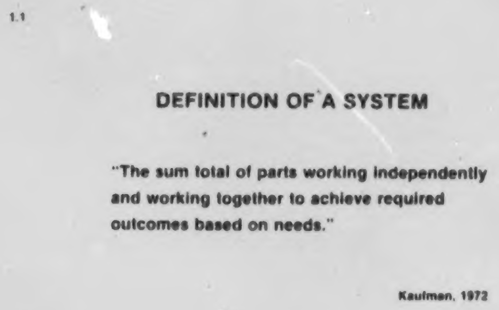
The formalized structure which is usually responsible for the management of fiscal resources and the provision of administrative services and activities for the special classroom is the regular education system. Therefore, the quality of education for a special needs student is not dependent upon one system, but upon TWO systems: 1) special, and 2) regular education. The situation becomes more complex if a special needs student is involved with a residential placement outside of the home. For example, if a special needs student is multi-handicapped, it is not unusual for that student to be residing in a group home contracted through the Department of Mental Health and attending a special classroom sponsored by an education collaborative and attending a neighborhood public school. S/he may also be receiving health services through a local physician, therapist, or neighborhood health center, attending recreational programs sponsored by quasi-public agencies such as United Cerebral Palsy, and be under the supervision of a guardian or advocate appointed by the legal system (court) or a state institution. Indeed, systems of service delivery become intertwined, interfaced, and may consume the life of an individual requiring such services.

The Individualized Educational Plan (IEP) is a system which is intended to insure quality education for special needs students. Each service requires the participation of persons trained in different disciplines. Each discipline will have its own "chain of command," specialized skills, and objectives. Those disciplines, regardless of the different areas of expertise, must work together to provide the child with a comprehensive and continuous program ("total child" and "total learning" environment). This concept necessitates a "total" system of service delivery.

When presenting the materials in the module, stress that the overall objective of this module is to apply a sociological theory (Normalization Principle) to a system of service delivery (education systems).

Procedure

1) Present transparency 1.1, (also found in Participant's Manual on p.13).



1.1

DEFINITION OF A SYSTEM

"The sum total of parts working independently and working together to achieve required outcomes based on needs."

Kaufman, 1972

STRESS:

a) That no system works in isolation.

b) Each system is effected by the management and the conditions surrounding other systems (for example, the orientation of a political system affects the budget of a human welfare system).

c) Each system is affected by the management of its parts (components).

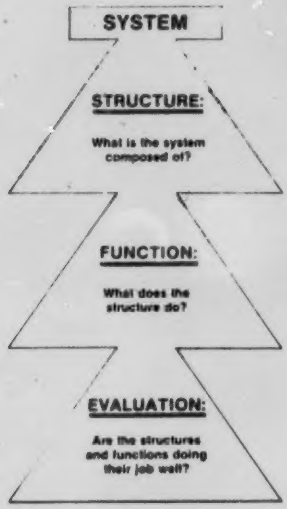
d) An individual may be involved (serviced) by more than one system component.

e) That the processes involved in systems functions are as important as the outcomes of a system.

f) Describe or list some components of a human service system, e.g., welfare, education (special and regular), health, medical, recreational, employment, residential, community services, institutions, services to the elderly, and so forth.

2) Present transparency 1.2, (also found in Participant's Manual on p.14).

1 2


SYSTEM
STRUCTURE:
What is the system composed of?
FUNCTION:
What does the structure do?
EVALUATION:
Are the structures and functions doing their job well?

STRESS:

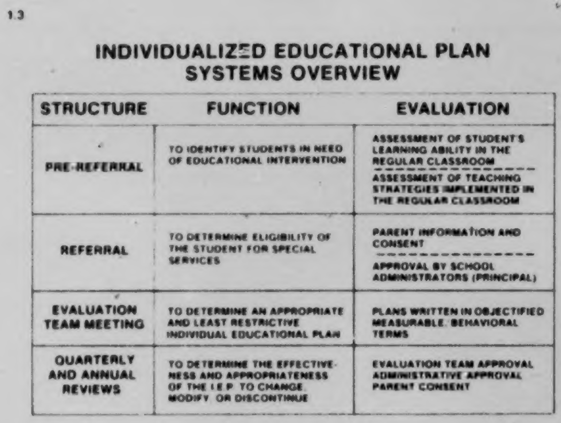
a) A system can be viewed in terms of one agency and its components (e.g., an education system may be broken down into speech and hearing services, physical education, vocational skills, academic arts, administration, fiscal, after-school programming, special education, art education, etc.) or, in terms of a collective of agencies, (e.g., the entire health service system of the community, state, or national government).

b) Each agency must have a function.

c) The effectiveness of a function must be evaluated in order to ascertain how well it is performing.

d) The importance of evaluation is to ensure quality services for the system's clients.

3) Present transparency 1.3, (also found in Participant's Manual on p.15).



1.3

INDIVIDUALIZED EDUCATIONAL PLAN
SYSTEMS OVERVIEW

STRUCTURE	FUNCTION	EVALUATION
PRE-REFERRAL	TO IDENTIFY STUDENTS IN NEED OF EDUCATIONAL INTERVENTION	ASSESSMENT OF STUDENT'S LEARNING ABILITY IN THE REGULAR CLASSROOM ASSESSMENT OF TEACHING STRATEGIES IMPLEMENTED IN THE REGULAR CLASSROOM
REFERRAL	TO DETERMINE ELIGIBILITY OF THE STUDENT FOR SPECIAL SERVICES	PARENT INFORMATION AND CONSENT APPROVAL BY SCHOOL ADMINISTRATORS (PRINCIPAL)
EVALUATION TEAM MEETING	TO DETERMINE AN APPROPRIATE AND LEAST RESTRICTIVE INDIVIDUAL EDUCATIONAL PLAN	PLANS WRITTEN IN OBJECTIFIED MEASURABLE, BEHAVIORAL TERMS
QUARTERLY AND ANNUAL REVIEWS	TO DETERMINE THE EFFECTIVENESS AND APPROPRIATENESS OF THE I.E.P. TO CHANGE, MODIFY, OR DISCONTINUE	EVALUATION TEAM APPROVAL ADMINISTRATIVE APPROVAL PARENT CONSENT

STRESS:

The IEP represents a sequence of actions developed to deliver quality education to students with special needs; continuous evaluation is an integral part of the IEP process.

SECTION II: COMPONENTS OF PUBLIC LAW 94-142 AND MASSACHUSETTS CHAPTER 766

Purpose

This section is designed to: (1) stress the similarity of intent of Public Law 94-142 and Massachusetts Law, Chapter 766 and (2) to identify the distinctions in process between the two laws. It is not intended to convey value judgments relative to the effectiveness of either law. Rather, the purpose is to clarify the processes needed to meet the requirements of each law.

Overview Objectives

The participant will be able to: 1) list three (3) major components of P.L. 42-142, and 2) to list three (3) major components of Massachusetts Chapter 766.

Procedure

1) Present transparency 1.4, (also found in Participant's Manual on p.16).

1.4

GOAL OF THE
INDIVIDUALIZED EDUCATIONAL PLAN

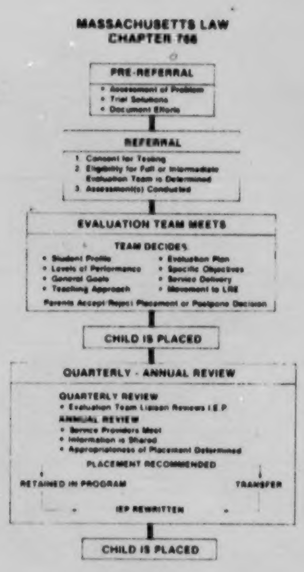
TO PROVIDE AN EDUCATIONAL ENVIRONMENT WHICH
REFLECTS THE STUDENT'S NEEDS IN LIEU OF CHANGING
THE STUDENT TO REFLECT THE
EDUCATIONAL ENVIRONMENT.

STRESS:

The concept of changing environment (the problem belongs to the system) as opposed to changing the child (the problem is within, or belongs to the child).

2) Present transparency 1.5, (also found in Participant's Manual on p. 17).

1.5


MASSACHUSETTS LAW
CHAPTER 766
PRE-REFERRAL
• Assessment of Problem
• Trial Solutions
• Document Efforts
REFERRAL
1 Consent for Testing
2 Eligibility for Full or Intermediate Evaluation Team is Determined
3 Assessment(s) Conducted
EVALUATION TEAM MEETS
TEAM DECIDES
• Student Profile
• Levels of Performance
• General Goals
• Teaching Approach
• Evaluation Plan
• Specific Objectives
• Service Delivery
• Movement to LRE
Parents Accept Reject Placement or Postpone Decision
CHILD IS PLACED
QUARTERLY - ANNUAL REVIEW
QUARTERLY REVIEW
• Evaluation Team Liaison Reviews I E P
ANNUAL REVIEW
• Service Providers Meet
• Information is Shared
• Appropriateness of Placement Determined
PLACEMENT RECOMMENDED
RETAINED IN PROGRAM
TRANSFER
IEP REWRITTEN
CHILD IS PLACED

STRESS:

a. PRE-REFERRAL

   1. Informal assessments are conducted within the regular classroom setting, efforts must be documented.

   2. In-school trial solutions are implemented after the regular educator suspects a learning problem.

   3. If no solution is found to be satisfactory within the regular classroom, then:

b. REFERRAL IS MADE

   1. Consent for testing is obtained from parent.

   2. Eligibility for a full or intermediate Evaluation Team Meeting is determined.

   3. Formal assessments are conducted by the appropriate specialists.

c. EVALUATION TEAM MEETS

   1. Information is shared among team members (refer to Module 4).

   2. General goals are established. Question to be answered: "Where will this child be educationally in one year, etc."

3. Specific objectives are established. Question to be answered: "Where should this child be educationally in three months, six months, in nine months, in one year?" (Refer to Module 3).

4. Placement is recommended.

   . Based on goals and objectives established at the Team Meeting

   . Placement must be appropriate (meet the child's educational needs) and in the least restrictive environment (refer to Deno's Casacde).

d. QUARTERLY/ANNUAL REVIEW/3-YEAR RE-EVALUATION

1. Service provider(s) reviews the student's progress quarterly. Liaison writes a progress report for parents and school personnel. (See Module 5)

2. Annual: The service provider(s) reviews and rewrites the I.E.P.

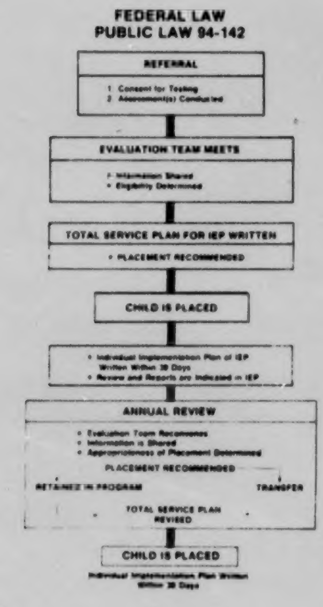
3. Three year re-evaluation is conducted.

4. If the student is retained or transferred, then a new IEP is written.

e. CHILD IS PLACED

3) Present transparency 1.6 (also found in Participant's Manual on p. 18).

1.6


FEDERAL LAW
PUBLIC LAW 94-142
REFERRAL
1. Consent for Testing
2. Assessment(s) Conducted
EVALUATION TEAM MEETS
• Information Shared
• Eligibility Determined
TOTAL SERVICE PLAN FOR IEP WRITTEN
• PLACEMENT RECOMMENDED
CHILD IS PLACED
• Individual Implementation Plan of IEP Written Within 30 Days
• Review and Reports are Indicated in IEP
ANNUAL REVIEW
• Evaluation Team Reconvenes
• Information is Shared
• Appropriateness of Placement Determined
PLACEMENT RECOMMENDED
RETAINED IN PROGRAM
TRANSFER
TOTAL SERVICE PLAN REVISED
CHILD IS PLACED
Individual Implementation Plan Written Within 30 Days

STRESS:

a. REFERRAL IS MADE

  1. Consent for testing is obtained from parents.
  2. Informal assessments are conducted within the regular classroom setting (See Sections V-IX, Module II).
  3. If no solution is found to be satisfactory within the regular classroom, then:

b. EVALUATION TEAM MEETS

  1. Information is shared among members (See Module Four).
  2. Eligibility of the child for special services is determined.
  3. Total Service Plan for I.E.P. is developed
     - Long-range goals are identified
     - Where should this child be in one, five, ten years?
  4. Placement is recommended.

c. CHILD IS PLACED

  1. In most appropriate, Least Restrictive Environment.

d. INDIVIDUAL IMPLEMENTATION PLAN OF I.E.P. IS WRITTEN

  1. Within thirty school days
  2. Short-term instructional objectives established.
  3. Where should this child be educationally in three months, six months, nine months?

e. ANNUAL REVIEW

  1. Evaluation Team reconvenes.
  2. Appropriateness of placement is determined.
  3. The student may be retained in the current program.
  4. The student may be transferred to a more appropriate program.

f. CHILD IS PLACED

g. INDIVIDUAL IMPLEMENTATION PLAN

  1. Specific instructional objectives stated.
  2. The implementation process of the I.E.P. and the review process is on-going and cyclical.

4) Present transparency 1.7. (also found in Participant's Manual on p.19).

1 7

MAJOR DIFFERENCES BETWEEN

MASSACHUSETTS CHAPTER 766	FEDERAL PUBLIC LAW 94-142
PRE-REFERRAL	NO PRE-REFERRAL
REFERRAL	REFERRAL
ONE PLAN IS WRITTEN	TWO PLANS ARE WRITTEN
	1. TOTAL SERVICE PLAN DEVELOPED
CHILD IS PLACED	A. LONG RANGE GOALS STATED B. CHILD IS PLACED
QUARTERLY REVIEW	2. INDIVIDUAL IMPLEMENTATION PLAN
	A. SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE WRITTEN
ANNUAL REVIEW	ANNUAL REVIEW REQUIRED

STRESS:

a. That both laws have the same intent (quality educational services in the least restrictive environment) but the processes are different.

b. That Massachusetts, as other states, has amended its special education laws to meet the specifications of P.L. 94-142.

SECTION III: LEGAL PRECEDENTS

Purpose

The purpose of this section is to acquaint the workshop participant with the issues and outcomes of: The Pennsylvania Association for Retarded Citizens (PARC) vs. Commonwealth of Pennsylvania (1971), and Mills vs. District of Columbia Board of Education (1972). These decisions have produced a profound effect upon the quality of services provided for special needs individuals. The two issues emanating from the PARC and Mills cases most relevant to educational processes contained in the IEP, are the concepts of Least Restrictive Alternative and Due Process.

Overview Objectives

The participant will be able to: 1) cite the precedents of the PARC and Mills' cases and the implications of those cases for special education services, and 2) choose an appropriate and least restrictive environment for a person with special needs.

Background Information

Although there are many lawsuits on behalf of handicapped individuals, the two most outstanding are: The Pennsylvania Association for Retarded Citizens (PARC) vs. Commonwealth of Pennsylvania, 1971, and Mills vs. District of Columbia (1972). The outcomes of these decisions have had a profound effect on the quality of educational services provided for handicapped students. The PARC suit was brought before the court to obtain the right of mentally retarded children previously excluded from public education services, to be given a free public education, appropriate to their individual learning abilities. Based on expert testimony, the court rendered the decision that:

1. Every child can benefit from an appropriate public education regardless of their degree of handicap.
2. Placement in a special class within a regular school is preferable to placement in a segregated (institutional) setting and,
3. No child shall be labeled mentally retarded or have his/her educational status changed without the benefits of an impartial hearing (due process).

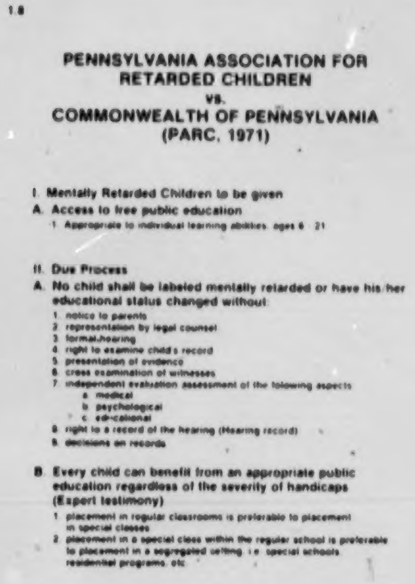
The Mills suit (1972) expanded the outcomes of the PARC decision by including: 1) all handicapped children, 2) reaffirming due process procedures, and 3) stating that all available funds for education be equally distributed among all children, including those with special needs.

The effects of these court decisions on educational processes are reflected in the concepts of Least Restrictive Alternative (to the greatest extent possible handicapped children must be educated with non-handicapped children in non-segregated settings) and Due Process (fair hearing prior to placements in specialized programs).

The educational community responded to the dictums of the courts in two ways: 1) Providing students with special needs a continuum of education placements (alternatives) within the educational community, (e.g. Deno's Cascade Model of Special Educational Placement, 1972), and 2) Moving specialized instructional systems and specialized educational staff toward regular (mainstream) classroom settings (e.g. Reynolds, "The Changing Cascade", 1976). Both models suggested that broadening the skills of all teachers, expanding curricula, and types of educational options for students with special needs will enhance the quality of education for all students within public schools.

Procedure

1) Present transparency 1.8 (also found in the Participant's Manual on p.20).
PARC vs. Commonwealth of Pennsylvania (1971)
Presented on the following page.



1.8

PENNSYLVANIA ASSOCIATION FOR RETARDED CHILDREN
vs.
COMMONWEALTH OF PENNSYLVANIA
(PARC, 1971)

I. Mentally Retarded Children to be given
A. Access to free public education
  1. Appropriate to individual learning abilities, ages 6 - 21

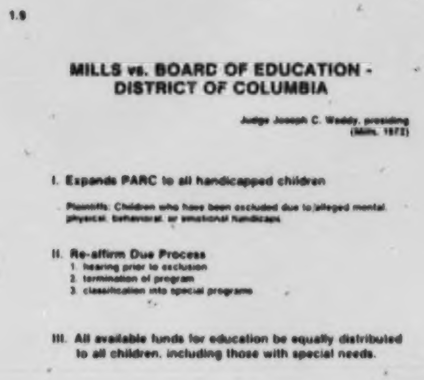
II. Due Process
A. No child shall be labeled mentally retarded or have his/her educational status changed without:
  1. notice to parents
  2. representation by legal counsel
  3. formal hearing
  4. right to examine child's record
  5. presentation of evidence
  6. cross examination of witnesses
  7. independent evaluation/assessment of the following aspects
    a. medical
    b. psychological
    c. educational
  8. right to a record of the hearing (Hearing record)
  9. decisions on records

B. Every child can benefit from an appropriate public education regardless of the severity of handicaps (Expert testimony)
  1. placement in regular classrooms is preferable to placement in special classes
  2. placement in a special class within the regular school is preferable to placement in a segregated setting, i.e. special schools, residential programs, etc.

STRESS:

That the PARC case concerned mentally retarded children who were not receiving a public education.

2) Present transparency 1.9 (also found in Participant's Manual on p. 21). Presented on the following page.



1.9

**MILLS vs. BOARD OF EDUCATION -
DISTRICT OF COLUMBIA**

Judge Joseph C. Waddy, presiding
(Mills, 1972)

I. Expands PARC to all handicapped children

- Plaintiffs: Children who have been excluded due to alleged mental, physical, behavioral, or emotional handicaps

II. Re-affirm Due Process
  1. hearing prior to exclusion
  2. termination of program
  3. classification into special programs

III. All available funds for education be equally distributed to all children, including those with special needs.

STRESS:

a) Since it is impossible to predict a child's learning potential or abilities, no educational placement is final.

b) The Mills case expanded the right to education for all children regardless of the degree of severity of the handicap.

c) Refer the participants to the definitions of Least Restrictive Alternative as well as The Rights of Children and The Rights of Parents contained in their manual.

3) Present transparency 1.10 (also found in Participant's Manual on p. 22). Presented on the following page.

1.10

DUE PROCESS

AN INDIVIDUAL HAS THE RIGHT TO:

FAIR NOTICE:

Information concerning the nature of the procedures, e.g.
. . . right of attorney
. . . right to read records
. . . right to cross examine
. . . right to present witnesses

FAIR HEARING:

Prior to individual rights being abridged.

FAIR AND IMPARTIAL TRIBUNAL:

The deciding body must be able to render an unbiased decision.

STRESS:

"Due Process" is the right of every citizen. Each citizen is afforded equal protection under the law.

ACTIVITY ONE: DUE PROCESS

Procedure

Have participants complete the activity on page 23 in their manual.

Possible Answers

F 1. A parental request for an independent evaluation of a special needs child may be denied.

T 2. A completed IEP may be handwritten if legible.

F 3. The transportation section of a completed IEP may be left blank.

T 4. Bi-lingual parents must be informed, in their primary language, of their child's educational status.

F 5. Testing and assessment, of a child referred for special services, can be done prior to receiving parental consent.

T 6. Parents can reject an academic placement recommended by the evaluation team after an educational plan has been written.

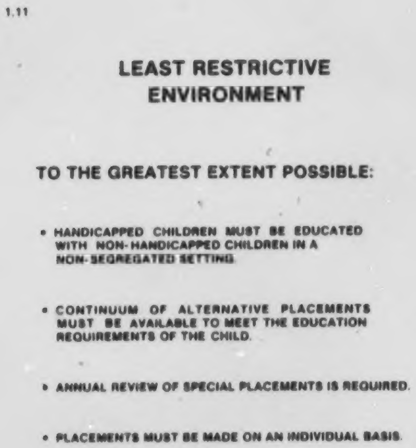
_F_ 7. A classroom teacher may refuse entrance of a special needs student into his/her classroom.

_F_ 8. A student may be denied special services because the school system does not have the appropriate services available.

_F_ 9. The names of all the participants on an evaluation team need not be recorded.

_T_ 10. Criteria for a student's movement from the recommended educational environment to a less restrictive one must be stated on an IEP.

4) Present transparency 1.11 (also found in Participant's Manual on p. 24



1.11

LEAST RESTRICTIVE
ENVIRONMENT

TO THE GREATEST EXTENT POSSIBLE:

- HANDICAPPED CHILDREN MUST BE EDUCATED WITH NON-HANDICAPPED CHILDREN IN A NON-SEGREGATED SETTING.
- CONTINUUM OF ALTERNATIVE PLACEMENTS MUST BE AVAILABLE TO MEET THE EDUCATION REQUIREMENTS OF THE CHILD.
- ANNUAL REVIEW OF SPECIAL PLACEMENTS IS REQUIRED.
- PLACEMENTS MUST BE MADE ON AN INDIVIDUAL BASIS.

STRESS:

a) That the law specifies that handicapped children must be educated with non-handicapped children whenever possible.

b) Continuum of services must be available to handicapped children.

c) The IEP is a vehicle through which these mandates can be met.

5) Present transparency 1.12 (also found in Participant's Manual on p. 25

1.12

LEAST RESTRICTIVE ENVIRONMENT

GOALS:

MAXIMUM INDIVIDUALIZATION:
IN ORDER TO FIT THE SETTING TO THE CHILD, NOT THE CHILD TO THE SETTING.

MAXIMUM INTEGRATION:
OF CHILDREN WITH SPECIAL NEEDS WITH TYPICAL CHILDREN, IN AS NORMAL A SETTING AS POSSIBLE.

MAXIMUM MOVEMENT:
OF CHILDREN WITH SPECIAL NEEDS FROM MORE RESTRICTIVE ALTERNATIVES TO LESS RESTRICTIVE ALTERNATIVES.

STRESS:

a) The intent is to move handicapped children along a continuum of services as quickly as possible.

b) That the concept of individualization is reaffirmed.

SECTION IV: EDUCATIONAL IMPLEMENTATION OF LEGAL PRECEDENTS

Purpose

To acquaint the participants with two models of educational placement. The first model (Deno, 1972) reflects the placement of the student along an educational continuum. The second model (Reynolds, 1978) reflects the movement of specialized personnel into more typical (regular) classroom settings.

Overview Objective

The participants will be able to choose an appropriate and least restrictive environment for students with special needs.

Background Information

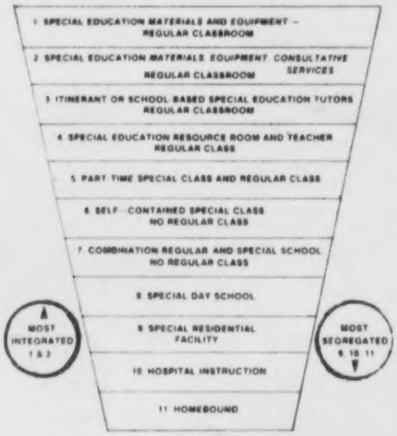
See Background Information, Section Three.

Procedure

1. Present transparency 1.13 (also found in Participant's Manual on p.26).

1.13

DENO'S CASCADE MODEL OF SPECIAL EDUCATION SERVICES (1972)


1 SPECIAL EDUCATION MATERIALS AND EQUIPMENT – REGULAR CLASSROOM
2 SPECIAL EDUCATION MATERIALS EQUIPMENT CONSULTATIVE SERVICES REGULAR CLASSROOM
3 ITINERANT OR SCHOOL BASED SPECIAL EDUCATION TUTORS REGULAR CLASSROOM
4 SPECIAL EDUCATION RESOURCE ROOM AND TEACHER REGULAR CLASS
5 PART-TIME SPECIAL CLASS AND REGULAR CLASS
6 SELF-CONTAINED SPECIAL CLASS NO REGULAR CLASS
7 COMBINATION REGULAR AND SPECIAL SCHOOL NO REGULAR CLASS
8 SPECIAL DAY SCHOOL
9 SPECIAL RESIDENTIAL FACILITY
10 HOSPITAL INSTRUCTION
11 HOMEBOUND
MOST INTEGRATED 1 & 2
MOST SEGREGATED 9 10 11

NORMALIZATION PLACEMENT PRINCIPLE
MOVE PUPIL DOWN ONLY AS FAR AS NECESSARY
MOVE UP AS SOON AS POSSIBLE

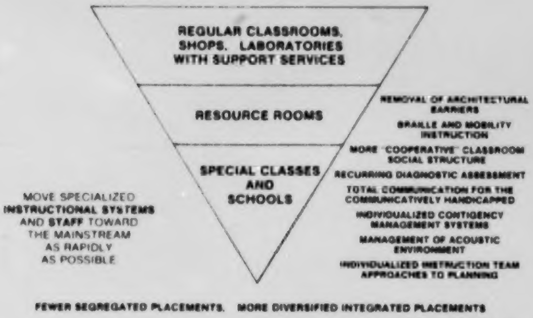
STRESS:

Historically, educational alternatives were either a self-contained regular classroom or a segregated special class. Despite the enthusiasm of educators who advocated alternative educational placement for students with special needs, many school systems offered one alternative: the self-contained special class. Mass. Chapter 766 and P.L. 94-142 have mandated that all school systems offer a variety of placements to meet the individual needs of students.

2) Present transparency 1.14 (also found in Participant's Manual on p. 27).

1.14

THE CHANGING CASCADE*


REGULAR CLASSROOMS, SHOPS, LABORATORIES WITH SUPPORT SERVICES
RESOURCE ROOMS
SPECIAL CLASSES AND SCHOOLS
MOVE SPECIALIZED INSTRUCTIONAL SYSTEMS AND STAFF TOWARD THE MAINSTREAM AS RAPIDLY AS POSSIBLE
REMOVAL OF ARCHITECTURAL BARRIERS
BRAILLE AND MOBILITY INSTRUCTION
MORE "COOPERATIVE" CLASSROOM SOCIAL STRUCTURE
RECURRING DIAGNOSTIC ASSESSMENT
TOTAL COMMUNICATION FOR THE COMMUNICATIVELY HANDICAPPED
INDIVIDUALIZED CONTIGENCY MANAGEMENT SYSTEMS
MANAGEMENT OF ACOUSTIC ENVIRONMENT
INDIVIDUALIZED INSTRUCTION TEAM APPROACHES TO PLANNING
FEWER SEGREGATED PLACEMENTS, MORE DIVERSIFIED INTEGRATED PLACEMENTS

* ADAPTED FROM REYNOLDS, 1978

STRESS:

a) the difference between the two models is "who gets placed." Reynolds suggests that personnel become more integrated and that physical barriers to the integration of special needs students, especially the physically handicapped, be removed.

b) that broadening the skills of teachers is not only the responsibility of school systems through in-service training, but that college and university teacher education programs should also de-emphasize categoric teaching models (teachers of the emotionally disturbed, the learning disabled, and teachers of the mentally retarded). Two models which reflect non-categoric teacher training are the Generic-Teacher Model and the Consulting Teacher Model.

ACTIVITY TWO: THE CASE OF JEAN

Purpose

The participants will be given examples of variables which can influence the selection of an appropriate and least restrictive, educational placement. The case of Jean illustrates botn the need for coordination of services, and the complexity of the issues surrounding the educational placements of severely and profoundly handicapped students, e.g. parental stresses, location of services, and the accountability of agencies for services. Due to the complexity of this case, the instructor should be aware that the "ideal" placement of the student was not possible.

Overview Objectives

To be able to choose an appropriate and least restrictive environment for a student with special needs.

Procedure

Each participant will read the case study (pp. 29-36) and individually decide upon the appropriate and least restrictive educational placement for the student. Each participant will record his/her decision and answer the questions contained in the Participant's Manual, p. 28).

Debriefing

1. The instructor will elicit answers from the group to the questions contained in the Participant's Manual based upon the case study of Jean.
2. Review the conclusion of the case study with the participants. (pp. 37-39)

SECTION V: DEVIANCY, LABELING AND STEREOTYPES

Purpose

The purpose of this section is: 1) to acquaint the participants with historical perceptions of deviancy and the translations of those perceptions into current attitudes toward handicapped individuals; and 2) to identify some implications of labeling and stereotyping of handicapped individuals in an educational setting.

Overview Objective

The participant will be able to identify the implications of labeling and stereotyping of students with special needs.

Background Information

Deviancy is personal; it is contained in one's perceptions of what is typical. Deviancy is familial; it is determined by one's own experiences and immediate surroundings. Deviancy is societal; each society has its own values, attitudes, and tolerances of its members' actions, attitudes, and beliefs. Deviancy is not timeless. Although each society has its perceptions of deviancy, those perceptions change from one generation to another. For example, in the 1900's, many minority members could neither vote nor hold political office. In 1979, minority persons hold political offices and attempt to heighten individual awareness of the societal inequities and political policies which have consciously, or unconsciously, devalued minority persons throughout the past centuries.

Deviancy is negatively valued. Very often persons can be different--wear clothing that is unique, live unusual lifestyles, or belong to religious cults which make specific demands upon its members; but those differences are generally accepted as falling within the boundaries of accepted societal limits (mainstream). However, if an individual expresses a difference that is negatively valued, such as aberrant behaviors, criminal actions, intellectual impairment, etc., the difference is categorized as a deviancy.

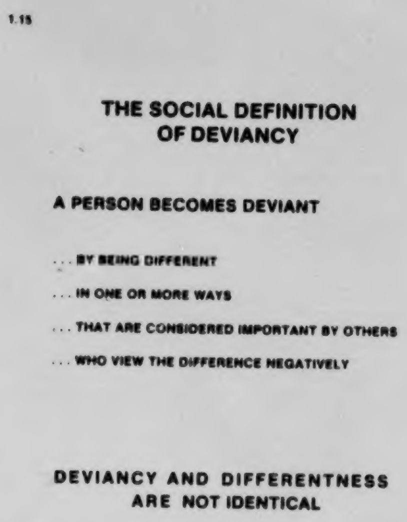
Wolfensberger (1972) states in Normalization, pages 15-16:

> When a person is perceived as deviant, he is cast into a role that carries with it powerful expectancies. Strangely enough, these expectancies not only take hold of the mind of the perceiver, but of the perceived person as well. It is a well-established fact that a person's behavior tends to be profoundly affected by the role expectations that are placed upon him/her. Generally, people will play the roles they have been assigned. This permits those who define social roles to make self-fulfilling prophecies by predicting that someone cast into a certain role will emit behavior consistent with that role.

The concept of deviancy as it relates to education is changing. In 1950, it was not considered feasible to educate a moderately/severely retarded student in the public schools. In 1979, not only is it possible to educate students who are labeled moderately/severely retarded in the public schools, but it is also mandated by law that all students who have special needs, regardless of the severity of their handicap, be educated at the public's expense. Although society has legislated that children who are labeled mentally retarded have the right to be educated in the same setting as typical children, society does not have the ability to legislate against the stereotypes and negative, damaging attitudes that have prevailed towards handicapped persons. By confronting and examining such negative attitudes, educators may better assess the dynamics of education within the classroom. Is a student who is labeled "retarded" actually unable to cope in a typical setting or have societal attitudes towards handicapped individuals limited their possibilities for success?

Procedure

1) Present transparency 1.15(also found in Participant's Manual on p. 40). See following page.



1.15

THE SOCIAL DEFINITION OF DEVIANCY

A PERSON BECOMES DEVIANT

... BY BEING DIFFERENT

... IN ONE OR MORE WAYS

... THAT ARE CONSIDERED IMPORTANT BY OTHERS

... WHO VIEW THE DIFFERENCE NEGATIVELY

DEVIANCY AND DIFFERENTNESS
ARE NOT IDENTICAL

STRESS:

a) Deviancy is negatively valued.

b) A person may express more than one deviancy, e.g., blind and mentally retarded, or emotionally disturbed and unemployably handicapped, or physically unattractive and sexually unorthodox.

c) Deviancy changes across time and across cultures (what is deviant in the United States may not be considered deviant in India.)

d) Deviance and difference are not identical (one may be different but not necessarily deviant if the difference is positively valued).

2) Present transparency 1.16(also from Participant's Manual on p.41). Presented on the following page.

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* The transparencies in Sections five and six were obtained from, or otherwise inspired by, workshop presentations from the Training Institute for Human Service Planning, Leadership and Change Agentry, Syracuse, New York and the National Institute on Mental Retardation, Toronto, Canada.

1.16

CATEGORIES OF DEVIANCE

Mentally Retarded
Mentally Ill
Physically Handicapped
Sexually Unorthodox
Poor
Unemployable
Hyperkinetic

Blind
Epileptic
Criminal
Cosmetically Disfigured
Midgets
Dwarfs

STRESS:

That deviancy is defined by social attitudes; that any person who attracts unusual negative attention or is perceived as possessing negative attributes can be labeled deviant.

3) Present transparency 1.17 (also found in Participant's Manual on p. 42).

1.17

PAST AND PRESENT PERCEPTIONS OF DEVIANT (DEVALUED) INDIVIDUALS

(WOLFENSBERGER, 1972)

- SUBHUMAN ORGANISM
- MENACE
- OBJECT OF DREAD
- OBJECT OF PITY
- DISEASED ORGANISM
- OBJECT OF RIDICULE
- ETERNAL CHILD
- HOLY INNOCENT

STRESS:

a) SUBHUMAN ORGANISM
- no feelings
- no human needs
- does not feel warmth or cold
- "no brain, no pain"
- labels such as: vegetable
  parasite
  animal

b) MENACE
- threatening
- causing physical harm
- sexually aggressive
- uncontrollable behavior
- placing mentally retarded persons in "cell-like" environment, locked wards
- hesitancy of community citizens to accept group homes in their neighborhood

c) OBJECT OF DREAD
- God's punishment for evil deed committed by the individual, parent, or society.
- parental guilt associated with birth of a handicapped child

d) HOLY INNOCENT
- sent by God for special purposes
- "spiritual joy for having a handicapped child in the family"
- incapable of sin
- possessed by a sacred spirit, e.g. in ancient civilizations, persons with epilepsy were considered chosen by the gods, etc.

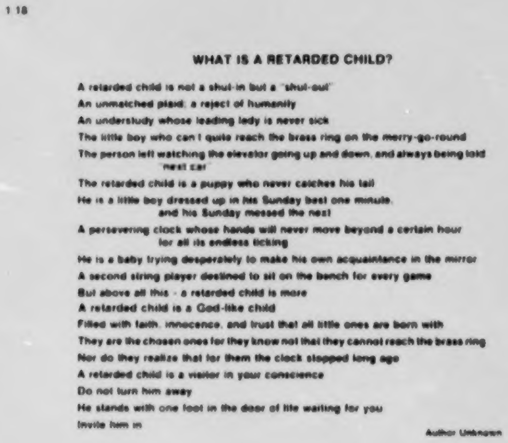
e) OBJECT OF PITY
- evokes feelings of passion, sorrow, misfortune
- "suffering" from a handicap
- burden of charity, e.g. "There but for the grace of God go I."
- image of poster children and charity campaigns

f) DISEASED ORGANISM
- sick, incurable
- in need of medical treatment, isolation, intensive nursing care
- educational or developmental programs provided (extensive institutionalization)

g) OBJECT OF RIDICULE
- fool, clown, court jester
- brunt of misplaced jokes and humor
- use of devaluing labels, e.g. "dummy," "looney," "moron," "idiot," etc.

h) ETERNAL CHILD
   - no demands placed upon the individual to grow, to accept reasonable demands, evolve, change, or mature
   - common perception: mildly handicapped person will always need supervision and care
   - no expectation of total independence or adulthood
   - referring to handicapped adults as "kids," "children," "boys," "girls"

4) Present transparency 1.18 (also found in Participant's Manual on p. 43).



1.18

WHAT IS A RETARDED CHILD?

A retarded child is not a shut-in but a "shut-out"
An unmatched plaid; a reject of humanity
An understudy whose leading lady is never sick
The little boy who can't quite reach the brass ring on the merry-go-round
The person left watching the elevator going up and down, and always being told
    "next car"
The retarded child is a puppy who never catches his tail
He is a little boy dressed up in his Sunday best one minute,
    and his Sunday messed the next
A persevering clock whose hands will never move beyond a certain hour
    for all its endless ticking
He is a baby trying desperately to make his own acquaintance in the mirror
A second string player destined to sit on the bench for every game
But above all this - a retarded child is more
A retarded child is a God-like child
Filled with faith, innocence, and trust that all little ones are born with
They are the chosen ones for they know not that they cannot reach the brass ring
Nor do they realize that for them the clock stopped long ago
A retarded child is a visitor in your conscience
Do not turn him away
He stands with one foot in the door of life waiting for you
Invite him in

Author Unknown

STRESS:

The overriding image of this poem is that of the Eternal Child. Equally important is the imagery of the Holy Innocent. One should keep in mind that the conscious purpose of this poem is to describe a retarded child in positive terms. However, the feelings evoked from the reader are sympathy, suffering, and charity. It must be stressed to the participants that although conscious motives to expand educational services and to promote greater understanding, etc. are usually above reproach, unconscious imagery can negatively affect the outcome.

SECTION VI: NORMALIZATION

Purpose

The purpose of this section is to introduce participants to the Normalization Principle. The activity presented in this section will: 1) enable participants to apply their understanding of the Normalization Principle to statements relevant to the education of students with special needs and, 2) to examine their personal feelings about Normalization and deviancy.

Overview Objective

The participant will be able to identify critical attributes of the Normalization Principle.

Background Information

The prejudices and environmental conditions thrust upon mentally retarded citizens were challenged by N.E. Bank-Mikkelsen, head of the Danish Mental Retardation Services in the 1950's. Bank-Mikkelsen noted the disparity between the environmental surroundings of institutionalized mentally retarded persons and other persons. He noted the dearth of educational and social opportunities, and the lack of dignity which mentally retarded persons were accorded. Bank-Mikkelsen began advocating for mentally retarded persons to receive the same living conditions and social opportunities as other persons. This position was further advocated by Bengt Nirje, then Secretary General of the Swedish Association for Retarded Children. He formally phrased the concept of a more normalized environment for retarded citizens by "making available to the mentally subnormal patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society."[1]

In 1972, Wolf Wolfensberger paired the Scandinavian concept of normal living conditions with the social concept of deviancy, and suggested that human services could be improved if human service providers would base their service goals and objectives on the Principle of Normalization. The following information attempts to relate the Principle of Normalization, as advocated by Wolfensberger, to issues relevant to special education today.

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[1] *Way To Go*, Baltimore University Park Press, 1978.

The Principle of Normalization suggests that the focus of human service agencies for handicapped individuals be three dimensional. Those dimensions are:

1) the individual;
2) the individual's environment; and
3) societal and cultural attitudes toward the individual.

First, programmatic goals and objectives for handicapped individuals should be as typical as possible. Consequently, persons who deliver services to handicapped individuals (teachers, aides, residence managers, therapists, administrators, etc.) should expect handicapped individuals to behave as typically as possible, and to achieve as much possible. Underlying this rationale is the belief that persons behave in patterns expected of them. If the expectations are minimal and not challenging, then the outcome will probably be the same. On the other hand, if expectations for a client are as typical as possible, the behaviors elicited by those expectations should meet the expressed criteria. To heighten expectations alone will not guarantee improvement of the abilities of handicapped persons. Concurrently, "technological know-how" must improve. It is not a new concept that inability to teach handicapped individuals to successfully enter the mainstream of society lies not with the handicapped individual, but with society's inability to teach that individual.

Early pioneers in the field of mental retardation, such as Eduard Sequin and Jean-Marc Gespard Itard, demonstrated that educational technology could improve the ability of persons labeled mentally deficient. Recent innovative technologies have demonstrated that profoundly handicapped persons, previously considered to require custodial care, can perform complex vocational tasks (Gold, 1976) and can become to some degree self-supporting. It seems obvious that the innate abilities of mentally retarded and profoundly handicapped persons have not changed, but societal boundaries surrounding those abilities have been redefined.

Second, agencies should conduct programs in environments which are as similar as possible to those commonly found in society. For example, an educational setting or a residence for handicapped persons should convey the same ambience (feeling) as a school or residence for nonhandicapped persons. If special needs persons are seen in environments that are similar to our own, then they will be perceived to be more like ourselves.

Because handicapping conditions are generally devalued (persons in our society do not value mental retardation, emotional disturbance,or physical handicaps), human service providers should strive to enhance the quality of the settings in which handicapped persons are seen. Thus, societal judgements of 'handicappism' will not be further compounded by 'negative signals' elicited from the environment.

It is not uncommon for an individual to make assumptions about another based upon nonverbal messages or cues from the environment. For example, an observer can judge rather accurately the social status of an individual by the affluence and comfort of his or her surroundings, by the quality and appropriateness of his or her appearance, and by the quality of the interaction between that person and his or her peers and associates. The more positive these observations are, the more favorable the judgement concerning the individual.

Third, Normalization suggests that human services can change negative social attitudes toward the handicapped by representing these people in a positive manner, and by providing services which are based upon high social standards. Those standards include ethical and fiscal accountability, innovation and efficiency in management, and planning procedures to ensure the appropriateness and availability of services. Improving the quality and reputation of a service system will enhance the image of its clients. One only has to look at the automobile business for an example. If the product of an auto manufacturer is not selling well, a typical business strategy is to launch a campaign extolling the high quality of the automobile as well as the efficiency and high manufacturing standards of the company. Unfortunately, the poor reputation of human service facilities (e.g. state institutions) and programs (e.g. welfare funding) and related scandals have publicized their clients' abilities and potentials in an opposite fashion. Human services could also look to business as an example. If the goal of a human service system is for its clients to become as typical as possible.

then those services themselves must also become as socially normative as possible.

From these dimensions of Normalization emanates one of the most significant and far-reaching mandates for human services - integration of devalued persons into the mainstream of society.

Integration:

The cornerstone of the Principle of Normalization as described by Wolfensberger (1972) is the integration of special needs individuals into existing service systems rather than creating substantially separate systems designed specifically for a handicapped or devalued population. If the goal of a human service for handicapped individuals is to enable its clients to become socially adapted, then the service provider should realize that social integration is a pre-condition to social adaptation, otherwise, the client adaptation will become dependent upon an artificial (segregated) society. In other words, for a handicapped individual to be perceived as a valued individual, and to behave as typically as possible, the environment from which s/he derives life skills and self-perceptions must be as typical as possible.

In order to achieve the maximum social adaptation of devalued individuals, integration must be both physical and social. Physical integration refers to the location, accessibility, and the image of the service building. Specifically, a service should be located near population centers, be easily accessible by car or public transportation and its physical appearance should be as typical as possible. Unfortunately, many schools, residences, and institutions for devalued persons look like penal institutions or worse. Social integration refers to the quality and quantity of time an individual with special needs spends interacting with typical citizens. The implication is that merely encouraging a special needs individual to use public facilities, e.g.: schools, playgrounds, and recreation centers, is not effective integration. The individual must have meaningful interaction with nonhandicapped peers. Integrative opportunities should not be sporadic; they must be consistently encouraged and sustained at all times.

Procedure

1) Present transparency 1.19, (also found in Participant's Manual on p. 44).

1.19

NORMALIZATION

UTILIZATION OF MEANS WHICH ARE AS
CULTURALLY NORMATIVE AS POSSIBLE
IN ORDER TO
ESTABLISH, ENABLE AND SUPPORT
BEHAVIORS, APPEARANCES, AND INTERPRETATIONS
WHICH ARE AS CULTURALLY NORMATIVE
AS POSSIBLE

STRESS:

a) Normalization is a social theory.

b) Human services should support, enable, and enhance individual behavior of the handicapped as well as the perceptions of handicapped persons.

2) Present Transparency 1.20, (also found in Participant's Manual on p.45).

1.20

"... AS MUCH AS POSSIBLE ..."
MAY MEAN

1. TO THE LIMITS OF OUR CURRENT KNOW HOW
2. IN REGARD TO EACH SPECIFIC INDIVIDUAL
3. AS MUCH AS THE INDIVIDUAL CHOOSES

STRESS:

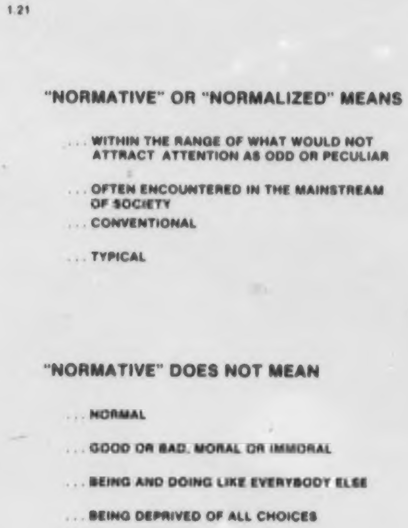
a) That as educational technologies advance, the potential of handicapped individuals increases;

b) That each individual varies according to his or her skills and rate of learning;

c) That an individual has the option of choosing what or how much she or he may want to learn, to experience, etc. This point is particularly important relative to handicapped adults. To have one's opinions (or choices) respected represents a degree of autonomy in this culture. Children (under 18) are not usually afforded the same rights as adults.

d) Individualization is an important aspect of Normalization (not being like everyone else).

3) Present transparency 1.21, (also found in Participant's Manual on p. 46).



1.21

"NORMATIVE" OR "NORMALIZED" MEANS

... WITHIN THE RANGE OF WHAT WOULD NOT ATTRACT ATTENTION AS ODD OR PECULIAR

... OFTEN ENCOUNTERED IN THE MAINSTREAM OF SOCIETY

... CONVENTIONAL

... TYPICAL

"NORMATIVE" DOES NOT MEAN

... NORMAL

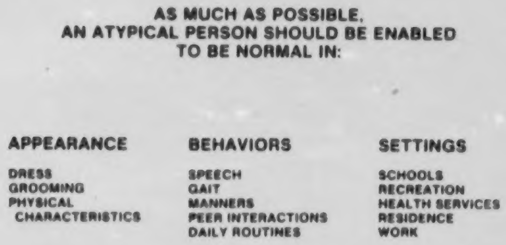
... GOOD OR BAD, MORAL OR IMMORAL

... BEING AND DOING LIKE EVERYBODY ELSE

... BEING DEPRIVED OF ALL CHOICES

4) Present transparency 1.22, (also found in Participant's Manual on p. 47).

1.22



AS MUCH AS POSSIBLE, AN ATYPICAL PERSON SHOULD BE ENABLED TO BE NORMAL IN:

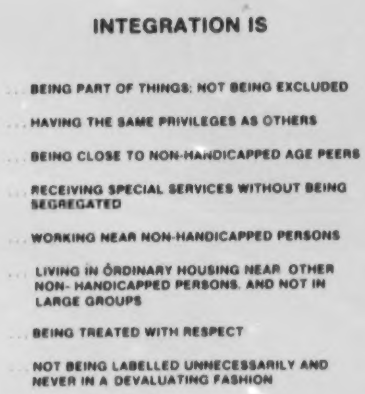
APPEARANCE	BEHAVIORS	SETTINGS
DRESS GROOMING PHYSICAL CHARACTERISTICS	SPEECH GAIT MANNERS PEER INTERACTIONS DAILY ROUTINES	SCHOOLS RECREATION HEALTH SERVICES RESIDENCE WORK

STRESS:

a) That public perceptions are influenced by a person's appearance, behaviors, and the settings in which they are seen.

5) Present transparency 1.23, (also found in Participant's Manual on p. 48).

1.23



INTEGRATION IS

... BEING PART OF THINGS; NOT BEING EXCLUDED

... HAVING THE SAME PRIVILEGES AS OTHERS

... BEING CLOSE TO NON-HANDICAPPED AGE PEERS

... RECEIVING SPECIAL SERVICES WITHOUT BEING SEGREGATED

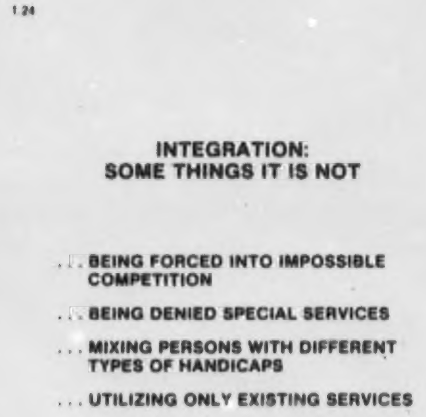
... WORKING NEAR NON-HANDICAPPED PERSONS

... LIVING IN ORDINARY HOUSING NEAR OTHER NON-HANDICAPPED PERSONS, AND NOT IN LARGE GROUPS

... BEING TREATED WITH RESPECT

... NOT BEING LABELLED UNNECESSARILY AND NEVER IN A DEVALUATING FASHION

6) Present transparency 1.24, (also found in Participant's Manual on p. 49).



1.24

INTEGRATION:
SOME THINGS IT IS NOT

- ... BEING FORCED INTO IMPOSSIBLE COMPETITION
- ... BEING DENIED SPECIAL SERVICES
- ... MIXING PERSONS WITH DIFFERENT TYPES OF HANDICAPS
- ... UTILIZING ONLY EXISTING SERVICES

STRESS:

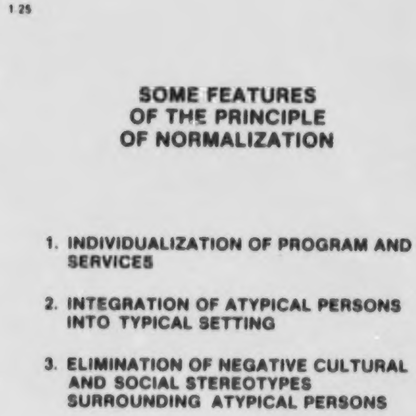
a) Integration requires human services to provide appropriate and individualized services.

b) "Dumping" persons into impossible situations is not the intent of integration.

c) To ensure success of the client is the primary purpose of alternative services.

d) That the possibility of integrating handicapped persons into competitive settings varies according to the needs of the individual.

7) Present transparency 1.25, (also found in Participant's Manual on p.50).



1.25

SOME FEATURES OF THE PRINCIPLE OF NORMALIZATION

1. INDIVIDUALIZATION OF PROGRAM AND SERVICES
2. INTEGRATION OF ATYPICAL PERSONS INTO TYPICAL SETTING
3. ELIMINATION OF NEGATIVE CULTURAL AND SOCIAL STEREOTYPES SURROUNDING ATYPICAL PERSONS

STRESS:

1) The trainer should relate the transparency information to educational issues. Those issues might include:
    a. Individualizing educational programming to special needs students.
    b. Teacher expectations of handicapped students.
    c. How professionals can eliminate negative stereotypes surrounding special needs students.
    d. Methods which may encourage positive peer interactions with special needs students.
    e. Methods which may ensure the success of special needs students in typical settings.
2) The trainer is encouraged to address those issues which are most relevant to the participants and to encourage participants to explore methods of implementing the Principle of Normalization in their service settings.

ACTIVITY THREE: NORMALIZATION QUESTIONNAIRE

Procedure

1) Ask the participants to turn to the Normalization Questionnaire in their manual, page 51.

2) Each participant should complete the questionnaire.

3) Upon completion of the questionnaire (10 minutes), ask for volunteers to give their answers.

4) Ask other participants to respond.

5) List on newsprint significant educational issues which may arise from the group's responses.

6) Summarize this section by reviewing those issues.

Answers

1. _____ IDEALLY, A RETARDED ADULT SHOULD LIVE AT HOME WITH HIS OR HER PARENTS.

ANS: A retarded adult should live as independently as possible, e.g., in an apartment, group residence, etc.

2. _____ RETARDED PEOPLE SHOULD BE PROTECTED FROM THE POSSIBILITY OF FAILURE.

ANS: Retarded persons should be exposed to the same life situations and reasonable risks as typical persons.

3. _____ MENTALLY RETARDED PEOPLE SHOULD BE GIVEN THE SAME CIVIL RIGHTS AS OTHER PEOPLE (VOTING, TRIAL BY JURY, ETC.)

ANS: Historically, mentally retarded persons have been denied their civil rights based upon the public concept that 'mental retardation' means 'total incapacity for judgement'. Such denial of civil rights has been contested in legal cases.

4. _____ CHILDREN IN STATE INSTITUTIONS SHOULD GO TO SCHOOL IN THE COMMUNITY.

ANS: Not only should children who are capable of attending school be educated in the community, they should reside in the community as well.

5. _____ TEACHERS SHOULDN'T BE REQUIRED TO KEEP CHILDREN IN THEIR CLASSES IF THEY FEEL THE CHILDREN ARE NOT BENEFITTING.

ANS: The teacher should not have the final decision on any educational placement. However, the damage that may occur to a child because of a teacher's hostile or negative attitudes might warrant a student transfer. The original placement should be carefully planned to match the student to the teacher and peers, classroom and curricula.

6. ____ IT IS MORE IMPORTANT TO CHANGE SOCIETY'S ATTITUDE TOWARDS HANDICAPPED PEOPLE THAN IT IS TO CHANGE THE HANDICAPPED PEOPLE.

ANS: Both should be equally improved.

7. ____ CHILDREN WHO ARE NOT TOILET-TRAINED SHOULD NOT BE IN SCHOOL.

ANS: No child should be denied services due to individual differences.

8. ____ WE SHOULD IMMEDIATELY ABOLISH SPECIAL CLASSES FOR:

____ Educable retarded children

____ Emotionally disturbed children

____ Deaf children

____ Trainable retarded children

____ Physically handicapped children

____ Blind children

ANS: Categorical labeling negatively stigmatizes students. Individual differences must be met in the school system. However, no child should be denied special services if they are necessary.

9. ____ NORMALIZATION IMPLIES THAT ALL PEOPLE SHOULD BE TREATED AS THOUGH THEY ARE NORMAL.

ANS: Normalization implies that all people should be treated according to their individual needs and personality. Also, that handicapped persons should be treated as typically as is possible.

10. ____ THERE ARE QUITE A FEW SEVERELY HANDICAPPED INDIVIDUALS WHO WILL NEVER BE ABLE TO DO ANYTHING RESEMBLING WORK.

ANS: New methods of education and training (Gold, 1973) have demonstrated that individuals who are severely handicapped can be taught complex skills.

11. ____ ONE WAY TO PROMOTE INTEGRATION WOULD BE TO PUT BLIND, RETARDED AND PHYSICALLY HANDICAPPED CHILDREN IN THE SAME SCHOOL.

ANS: Integration does not mean integrating one group of devalued individuals with another group of devalued individuals. Integration means the integration of handicapped persons with non-handicapped peers.

12. ____ PROFESSIONAL HUMAN SERVICE WORKERS NEED TO SEPARATE PERSONAL VALUES FROM THEIR PROFESSIONAL WORK.

ANS: It is impossible to compartmentalize values. Values underlie our actions, our attitudes, and beliefs. Individual values manifest themselves in all our endeavors. Normalization suggests that we examine our values and change, modify, and recognize those values or beliefs which are detrimental (dehumanizing) to individuals who are handicapped.

13. ____ TYPICAL STUDENTS SHOULD NOT BE SUBJECTED TO THE BEHAVIORS AND MANNERISMS OF SEVERELY HANDICAPPED STUDENTS.

ANS: In order for children to accept and to understand differences, they should be exposed to persons with disabilities. Educators should emphasize similarities rather than differences between special needs and typical students.

14. _____ IT IS THE RESPONSIBILITY OF ALL SCHOOL SYSTEMS TO EDUCATE ITS STUDENTS RELATIVE TO THE NEEDS OF PERSONS WHO ARE HANDICAPPED.

ANS: Yes. Understanding the needs of persons who are handicapped is part of the educational process.

ANSWERS TO CRITERION TEST FOR MODULE ONE

(30 pts) 1. Describe three components of a system

Structure

Function

Evaluation

(8 pts) 2. Number the following education placements from least restrictive (1) to most restrictive (8):

_3_ Itinerant teacher (tutor) in regular classroom

_4_ Resource room and regular class

_7_ Special day school

_1_ Regular classroom, special education materials, equipment

_8_ Special residential facility

_5_ Part-time regular classroom and special classroom

_2_ Regular classroom; materials, equipment, consulting services

_6_ Self-contained special classroom

(30 pts) 3. Describe, in your own words, what "normalization" means. Answer must include at least three of the following: appearance, behaviors, interpretations (image), integration, individualization, right to choose.

(10 pts) (2 pts each)

4. Mark True or False

1. _F_ The names of all participants on an Evaluation Team need not be recorded.

2. _T_ Bi-lingual parents must be informed, in their primary language, of their child's educational status

3. _F_ A student may be denied special services because the school system does not have the appropriate services available.

4. T Criteria for a student's movement from the recommended educational environment to a less restrictive one must be stated on the I.E.P.

5. T Parents can reject an academic placement recommended by the evaluation team after an education plan has been written.

5. List at least 3 major stages needed to implement an Individualized Educational Plan according to Chapter 766 (5 pts each)

1. Pre-referral
2. Referral
3. Evaluation team meeting
4. Placement
5. Annual Review

(0 pts) 6. Define at least six of the following:

. L.D. - Learning Disabled

. E.M.R. - Educable Mentally Retarded

. T.M.R. - Trainable Mentally Retarded

. E.D. - Emotionally Disturbed

. 766 Child - Student with special educational needs

. autistic -category of emotional disturbance. Child is typically withdrawn, verbally or emotionally unexpressive, has self-stimulating behavior patterns

. B.D. - Brain Damaged

. M.B.D. - Minimal Brain Dysfunction

. S&P - Severe and Profound

. M.R. - Mentally Retarded

. C.P. - Cerebral Palsy

Although categorical labels are used frequently throughout educational process, they have relatively little value in describing a student's actual learning ability.

(7 pts) 7. Johnny is M.R. What does that statement tell you about Johnny?

POSSIBLE ANSWERS:

1. Nothing - 7 pts
2. At some point during his academic career, Johnny was below average in academic, social or emotional gains - 4 pts
3. AAMD Definition - 2 pts
4. No points for socioeconomic and educational stereotypes

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THE PRE-REFERRAL PROCESS: IN-SCHOOL SOLUTIONS

MODULE TWO

THE PRE-REFERRAL PROCESS: IN-SCHOOL SOLUTIONS

TRAINER'S MANUAL

INTRODUCTION TO MODULE TWO

The purpose of this module is to introduce the special and regular educator to skills necessary for making appropriate decisions for students in the Pre-Referral Period. The Pre-Referral Period is specified in paragraph 314.0 of the Chapter 766 regulations. These regulations state that prior to a referral of a school age child for an evaluation, all eforts are to be made to meet the child's needs within the context of services which are part of the regular education program.

OVERVIEW OBJECTIVES

After completing this module, the participant will:

(1) Understand the conceptual model of the Pre-Referral Period as part of the IEP process.

(2) Develop an awareness of three factors (student's learning style, sociocultural influences, school systems) that affect learning.

(3) Identify three methods (anecdotal recording, frequency counting, and permanent products) to observe, record and measure behavior.

(4) Identify four methods ("The Educational Assessment", the graded word list, the paragraph reading test and task analysis) for informally assessing entry level skills.

(5) Judge the accuracy of task analysis.

(6) Conduct an analysis of main behavioral tests.

(7) Analyze patterns of behavior that emerge through the use of recording behavior.

(8) Specify practical classroom strategies for the teacher to use to modify the regular school program to meet the students' needs.

(9) Develop a record keeping system to document all efforts in the Pre-Referral Period.

PRE-TRAINING ACTIVITIES

As the session leader, your role is to introduce the participants to the concepts and activities, and to guide the discussion after each activity. Prior to introducing this module, the trainer should:

1. Examine carefully the contents and background information contained in this module.
2. Read all the activities to be completed by the participants.
3. Assess the entry skills of the participants by:
    a. administering and scoring the criterion test for Module Two;
    b. counseling potential participants concerning their scores on the criterion test for Module Two. If the participants score less than 80% on the test, s/he is eligible for participation in Module Two. If the participant scores better than 80%, s/he can take the criterion test for Module Three and/or participate in Module Two if s/he feels that the activities may facilitate new insights or present new skills;
    c. ascertaining the degree of experience of each participant in regular and special education services.
4. Prepare all transparencies and newsprint.

AN OVERVIEW OF THE TRAINING PROCESS

In this module, the participant will be introduced to the pre-referral period through the use of a lecture/overhead presentation, small and large group activities, followed by whole group discussion. The materials for the module have been designed to facilitate the participant's identification, discrimination, and application for seeking in-school solutions for students experiencing school difficulties. Background information and suggested procedures are provided for the trainer.

Entry Skills

Entry skills for this module are:

1. Regular classroom teaching experience;
2. A criterion test included in the Participant's Manual serves as a pre-test prior to this module.

Time Required

There are eight training sections in Module Two. It is estimated that it will take six hours for the participants to complete the module. The materials should be presented in two (2) three (3) hour sessions. The suggested breakdown for presentation of the training materials is indicated below.

Session One	**Training Section**	**Minutes**
Why Pre-Referral	I	15
Learning Style	II	30
Break		10
Sociocultural Influences	III	15
School Systems	IV	70
Break		10
Recording Behavior	V	30
		180
Session Two		
Informal Assessment	VI	20
Task Analysis	VII	60
Break		10
In School Solutions	VIII	90
		180

SECTION I: WHY PRE-REFERRAL?

Purpose

The purpose of this section is to introduce the educator to the role of the classroom teacher in the pre-referral period.

Overview Objective

The participant will be able to understand the conceptual model of the pre-referral period as part of the IEP process.

Background Information

Paragraph 314.0 of the Massachusetts Chapter 766 Regulations involves the classroom teacher in attempting to resolve the student's problems in the regular classroom setting. The paragraph states:

> Prior to referral of a child for an evaluation, all efforts will be made to meet such child's needs within the context of the services which are part of the regular education program. In addition, all efforts shall be made to modify the regular education program to meet such needs. Such efforts and their results shall be documented and placed in the child's record. Nothing contained in this paragraph shall be construed to limit or condition the right to refer a child for an evaluation.

The thrust of this paragraph is placed on the attempts to resolve the student's problems within the context of the regular education program. The Massachusetts Center for Program Evaluation cites two major reasons for including a pre-referral procedure in the identification and evaluation process.

1) Individual student problems that can be resolved within the regular classroom setting without special services saves the school system time, money, and eliminates unnecessary and inappropriate placement of children.

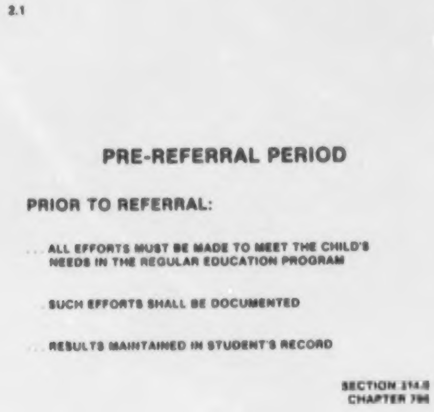
2) If a problem cannot be resolved in the regular classroom setting, the collection of specific information by the teacher about the child (e.g., present education performance levels, identification of strengths and weaknesses, behavior pattern) will serve as a valuable guide for an evaluation. The evaluation team will be able to select the types of assessment devices needed based on the information presented by the teacher.

Classroom teachers should know that specialized evaluations do not yield further information about the student's strengths and weaknesses than their own observations. Research has shown that even after medical, psychological and psycho-educational testing has taken place, the combined diagnosis is usually identical to the behaviors and needs listed by the student's classroom teacher. The skills of observing and analyzing behavior are skills that most teachers already possess. Module Two will familiarize and/or review ways to assess behavior then match teaching strategies so that school problems can be recognized and solved before formal evaluation procedures are initiated.

Procedure

1) Prepare a brief oral presentation from the background information to introduce this module.

2) Present transparency 2.1 (also found in Participant's Manual on p. 31).



2.1

PRE-REFERRAL PERIOD

PRIOR TO REFERRAL:

. . . ALL EFFORTS MUST BE MADE TO MEET THE CHILD'S NEEDS IN THE REGULAR EDUCATION PROGRAM

. . . SUCH EFFORTS SHALL BE DOCUMENTED

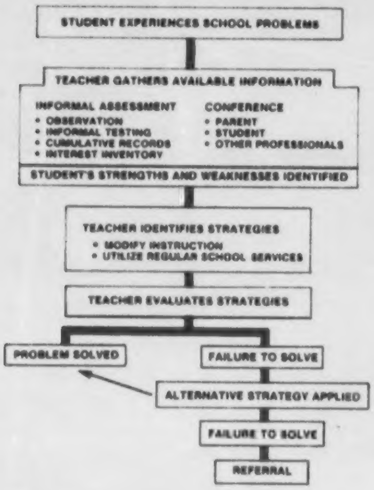
. . . RESULTS MAINTAINED IN STUDENT'S RECORD

SECTION 314.0
CHAPTER 766

3) Introduce transparency 2.2 (also found in Participant's Manual on p. 32).

2.2

PRE-REFERRAL PERIOD: IN SCHOOL SOLUTIONS


STUDENT EXPERIENCES SCHOOL PROBLEMS
TEACHER GATHERS AVAILABLE INFORMATION
INFORMAL ASSESSMENT
• OBSERVATION
• INFORMAL TESTING
• CUMULATIVE RECORDS
• INTEREST INVENTORY
CONFERENCE
• PARENT
• STUDENT
• OTHER PROFESSIONALS
STUDENT'S STRENGTHS AND WEAKNESSES IDENTIFIED
TEACHER IDENTIFIES STRATEGIES
• MODIFY INSTRUCTION
• UTILIZE REGULAR SCHOOL SERVICES
TEACHER EVALUATES STRATEGIES
PROBLEM SOLVED
FAILURE TO SOLVE
ALTERNATIVE STRATEGY APPLIED
FAILURE TO SOLVE
REFERRAL

Review each phase as outlined on the transparency.

STRESS:

a) Overhead outlines specifics of the teacher's role in the pre-referral period.

b) The activities in this module aid the teacher in helping the student during the pre-referral period.

4) State:

Before a teacher can devise strategies to solve problems, s/he must understand the relationship between classroom conditions and the child's behavior.

The first step in the process is to understand the factors that affect learning. The next three sections of this training program will be devoted to introducing the factors that affect learning. These factors have been broken down into three major areas:

Learning Style (Section II)
Sociocultural Factors (Section III)
School Systems (Section IV)

The information collected by analyzing these factors should lead to modifications and/or changes in the regular school program.

SECTION II: LEARNING STYLE

Purpose

The purpose of this section is to actively involve participants in understanding the concept of learning style and to demonstrate its importance in the teacher/learner process.

Overview Objective

The participant will understand how the student's individual learning style affects the learner.

Background Information

Educators long have recognized that people learn at different rates and through different modalities. Some people learn best by reading, some by observing, and others by talking or working with their hands. It's not unusual to find people who work best under pressure, others under continual prodding, and still others in a free, relaxed atmosphere. Educators also know that some people work better in group situations and others do better working alone.

Identification of learning styles of children is important to teachers in order to plan curriculum and develop appropriate instructional strategies. Charles (1976) lists five procedures that teachers can utilize to discover differences in learning styles that exist among their students:

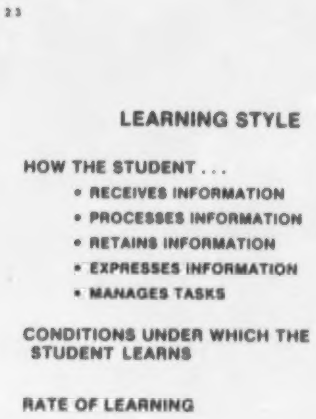
1. check existing records for scores on different sections of intelligence, achievement, and aptitude tests
2. ask students about their hobbies and special interests
3. observe students at play and in art and construction activities
4. observe performance in activities with time limits and in work that is highly competitive
5. observe response to criticism, cajoling, and encouragement (p. 172)

Charles also suggests that teachers can collect information by making mental or index card notes of what is observed, keeping track of which students work quickly or slowly, individually or in groups, which react positively or negatively to pressure, to threats, and to praise, and which profit most from reading, talking, and working with their hands.

It is important for teachers to examine the learning style of the children in their classroom, especially those that are potential candidates for referral. The possibility that the mode of instruction is in conflict with the child's learning style, should be explored. A teacher might find that a change in the method of presenting information and/or the options for completion of an assignment given to a child can improve academic performance. We, as educators, sometimes place too great a burden on the student and don't examine our instructional strategies for modification. The student usually is considered the cause of the problem, not the teacher or the learning environment.*

Procedure

1) Introduce transparency 2.3 (also found in Participant's Manual on p. 33.)



2.3

LEARNING STYLE

HOW THE STUDENT . . .
- RECEIVES INFORMATION
- PROCESSES INFORMATION
- RETAINS INFORMATION
- EXPRESSES INFORMATION
- MANAGES TASKS

CONDITIONS UNDER WHICH THE STUDENT LEARNS

RATE OF LEARNING

STRESS:

a) How does the student receive, process, retain and express information? Does the student do better when s/he gives a written response or an oral response? Are written responses more intelligible than verbal responses? Does the student learn best by being shown, being told, or by being actively involved with materials?

---

* This section on learning style appears in article "Pre-Referral/Referral" developed by the Massachusetts Center for Program Development.

b) How does the student manage tasks?

Does the student consider the alternatives before responding?
Does the student have a fear of learning?
Does the student have confidence in his/her abilities?

c) How does the student prefer to learn in relation to the physical and social environment ?
What classroom grouping patterns does the student prefer?
(Large group? Small group? Cross-age tutoring? Peer tutoring?)
What classroom environment does the student prefer?
Structured or unstructured?
Distracted by noise or visual stimuli?
Likes to sit at a desk, table? Use of a carrel?

2) Tell participants that the two activities that follow will demonstrate the importance of learning style as a major factor that affects the student's ability to learn.

ACTIVITY ONE: RECEIVING INFORMATION

Procedure

1) Tell participants that you are a photography expert. State that you will teach them to use a 35 mm camera. Tell the group that they can choose from the following ways to learn the use of the camera:

   a) reading a book or article on 35 mm camera
   b) lecture
   c) demonstration
   d) practice (students bring camera)
   e) watching a film
   f) combination of lecture, demonstration and practice

2) Record their responses on transparency 2.4.

Debriefing

1) Analyze responses with the group:

   a) The least popular choices will probably be lecture and book (most concepts are taught this way in the classroom).

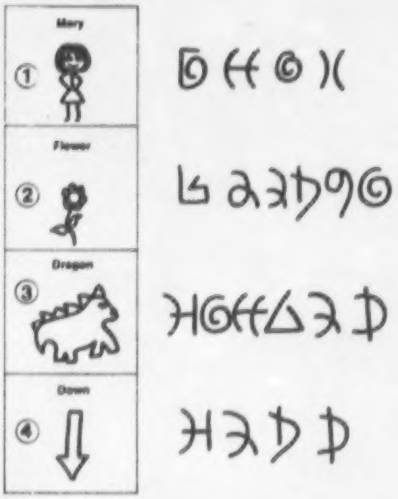
   b) The most popular choices will probably involve a combination of approaches (multi-sensory learning).

   c) Learning styles of class members may differ significantly.

ACTIVITY TWO: LEARNING STYLE

Procedure

1) Introduce transparency 2.5.



2.5

CODE-FOUR PICTURES

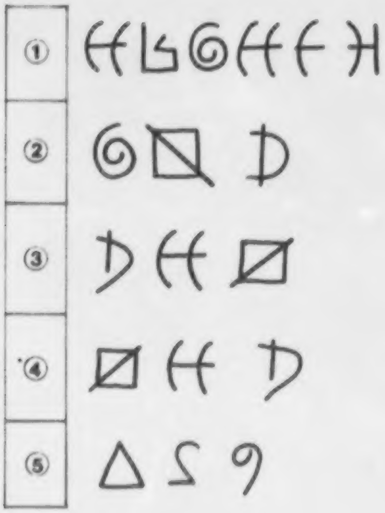
2) Read these words with the class:

   a) MARY (then have them spell:) M-A-R-Y
   b) FLOWER. . . F-L-O-W-E-R
   c) DRAGON. . . D-R-A-G-O-N
   d) DOWN. . . . D-O-W-N

3) Ask the participants to review yesterday's words (Transparency 2.6)

2.6

REVIEW WORDS



. . . AFRAID	(1)
. . . RUN	(2)
. . . WAS	(3)
. . . SAW	(4)
. . . THE	(5)

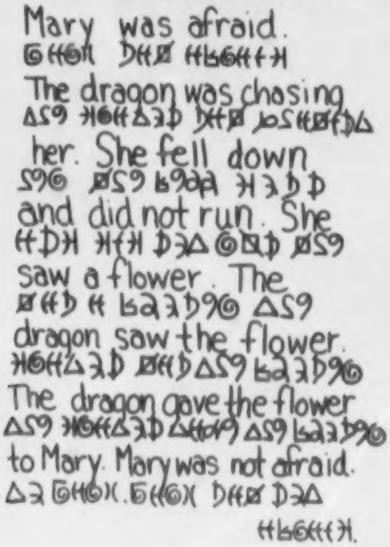
4) Present transparency 2.5 again and have the participants repeat the words. Now cover the pictures and have the participants name the words.

(LAVISH PRAISE ON THOSE WHO GET WORDS CORRECT AND REPRIMAND THOSE WHO DON'T)

5) Now ask participants to turn to page 34 in their Participant's Manual to take a written test. Allow five minutes.

6) Have participants exchange manuals to score tests (three points per word). Introduce transparency 2.7 (contains answers to the test). Ask each participant to state name and grade received.

2.7 **CODED TEST WITH ANSWERS**



Mary was afraid.
The dragon was chasing
her. She fell down
and did not run. She
saw a flower. The
dragon saw the flower.
The dragon gave the flower
to Mary. Mary was not afraid.

Debriefing

1) Ask participants how you could have paid more attention to their individual learning styles.

2) Ask participants how the lesson could have been improved.

3) Present transparency 2.8, Task Breakdown.
Ask participants what skills were necessary to have passed the test. List group responses on overhead. Response may be:

   a. Visual and Auditory Skills - Processing, Memory.

   b. Motor skills

   c. Language skills - Expressive and Receptive

   d. Attention span

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SECTION III: SOCIOCULTURAL INFLUENCES ON THE LEARNER

Purpose

The purpose of this section is to introduce participants to sociocultural factors that affect the student and influence the student/teacher relationship. Factors such as the language background of the family, crisis in the family, socioeconomic differences, peer pressure, and attitude of the student and family are all considered.

Overview Objectives

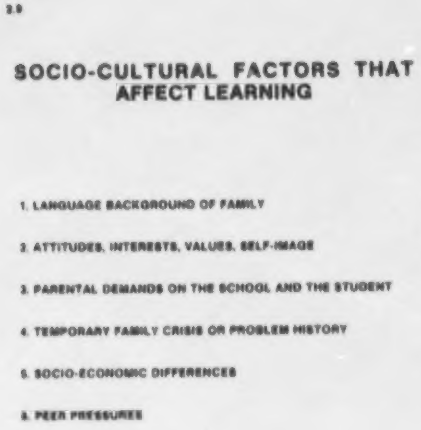
The participant will develop an understanding of how sociocultural factors affect learning.

Background Information

Hamill and Bartell (1975) point out that behavior can be seen as an interaction between previous individual experiences and environmental demands. A student's sociocultural background will, therefore, influence the student's behavior. Educators who do not understand this may confuse cultural differences with deviant behavior.

Procedure

1) Introduce transparency 2.9, (also found in Participant's Manual on p. 35).



2.9

SOCIO-CULTURAL FACTORS THAT AFFECT LEARNING

1. LANGUAGE BACKGROUND OF FAMILY
2. ATTITUDES, INTERESTS, VALUES, SELF-IMAGE
3. PARENTAL DEMANDS ON THE SCHOOL AND THE STUDENT
4. TEMPORARY FAMILY CRISIS OR PROBLEM HISTORY
5. SOCIO-ECONOMIC DIFFERENCES
6. PEER PRESSURES

STRESS:

a) LANGUAGE BACKGROUND OF FAMILY

Check to see what language is primarily spoken in the home.

Has English been the student's continual language from infancy on?

What problems have dual language caused for the student?

What behavior might be tied into the student's language problems?

b) ATTITUDE, INTERESTS, VALUES, SELF-IMAGE

What matters to this student?

How does s/he feel about home, school, himself/herself?

How does s/he see himself/herself - as a loser? a troublemaker? dumb?

Does s/he seem to feel that s/he is in control of any area of his or her life?

What behaviors has s/he learned to compensate for, or cover up these feelings?

What triggers these behaviors in the classroom?

c) PARENTAL DEMANDS ON THE SCHOOL AND THE STUDENT

What are the dynamics of the family?

Is it intact?

Is school a release for the student?

Are there unrealistic pressures to perform?

Are familial standards beyond the reach of the student?

Where does the student stand in the "pecking order" of the family?

Does the family value education?

Is school seen as a substitute structure for a family in crisis?

Can the parents 'handle' the student's behavior at home?

Who is the primary care giver in the family, one of the parents, the student, or a sibling?

How does the family react to the student's problem - punishment, ignoring problems, unable to deal with the problem?

Are parents supportive of the school or adversaries to the educational process?

What behaviors, taught and encouraged at home, bring the student into conflict in the school setting?

d) TEMPORARY FAMILY CRISIS OR PROBLEM HISTORY

Is the home offering the student any structure, role models, or adequate support?

Has the student's behavior changed radically following a home-crisis such as a parent death, parent illness, parent separation?

Has the family been stable up to the time of the crisis?

What behaviors has the student learned stemming from the crisis or history? For example, if the student has lived 14 years with an alcoholic and abusive father, can her problems with authoritarian male teachers be understood and her disruptive and aggressive behavior towards them be changed?

In view of the temporary crisis, what are realistic academic demands?

e) SOCIOECONOMIC DIFFERENCES

Are the family and the student invested in the process of education?

Is education seen as a luxury next to family survival needs, or as a road out of a lower socioeconomic level?

Is your teaching approach relevant to the student, at this time, in content area and direction?

Are you aware of role models valued by the student but different or unacceptable to you?

Are behaviors you find disruptive or unacceptable encouraged and seen as normal by the social group of which the student is a member?

f) PEER PRESSURES

If the student tried to follow acceptable school behaviors, what would this do to his or her standing with his or her friends?

Have friends replaced family as a needed secure group?

What needs are fulfilled by the school? For example, a student with a history of failure becomes a group 'hero' by threatening or verbaily abusing teachers.

What type of academic or other success would it take to change behavior?

Is change possible after so many years of failure?

Will the student's group be supportive of behavior change or will this change be seen as failure or selling out?

Does the student have to choose between doing what you want or doing what his friends want, between what is acceptable to you and what is acceptable to his friends?

SECTION IV: SCHOOL SYSTEMS

Purpose

The purpose of this section is to actively involve participants in activities that will demonstrate the possible causes of academic failure and to illustrate practices that may increase the teacher's effectiveness.

Overview Objectives

The participants will: 1) develop an awareness that certain factors in school systems may affect the student's learning and, 2) develop techniques to increase teacher effectiveness.

Background Information

While much of the past research on student learning has tended to show that the child's socioeconomic background is the major determinant of his or her academic success, recent research has revealed those school-controlled factors that do impact upon learning in a significant way. Interestingly, these school-controlled factors have increasingly been used as the basis for those court cases charging school systems with the perpetuation of existing inequalities. The most obvious among these factors is the school budget, but there are others, such as the administrative organization, the physical plant, the style of communication and teachers and community attitudes.

Procedure

1) Prepare an introduction from the background information.
2) Introduce transparency 2.10 (also found in Participant's Manual on p. 36). See next page.

2.10

FACTORS IN SCHOOL SYSTEMS THAT AFFECT LEARNING

1. ADMINISTRATIVE ORGANIZATION OF THE SCHOOL
   - A. DEMOCRATIC
   - B. AUTHORITARIAN
2. SCHOOL BUDGET
   - A. AMOUNT
   - B. CONTROL
3. PHYSICAL PLANT
   - A. AGE
   - B. ATTRACTIVENESS
   - C. COMFORT LEVEL
4. QUALITY OF INSTRUCTION
   - A. STAFF DEVELOPMENT PROGRAMS
   - B. TEACHER EXPERTISE (DEGREE LEVEL, YEARS OF EXPERIENCE)
   - C. RECOGNITION OF STUDENT INDIVIDUALITY
   - D. SCHEDULING (OPEN, TRACKING)
   - E. EDUCATIONAL ALTERNATIVES
5. COMMUNICATION
   - A. FORMAL, RESTRICTIVE
   - B. INFORMAL, FREE-FLOWING
6. TEACHER AND COMMUNITY ATTITUDES
   - A. STUDENT ADVOCACY
   - B. EXTRA-CURRICULAR ACTIVITIES

3) Ask for discussion on factors listed in transparency 2.10.

4) State that the following activity will demonstrate how poor communication skills interfere with the teacher/learner process.

ACTIVITY THREE: COMMUNICATION

Background Information

Successful learning takes place when the teacher and student communicate. The student must understand what is expected of him or her. The following activity demonstrates that even under ideal conditions, some unknown factors can interfere with the teacher/learner process.

Procedure

1) Ask for two volunteers from group.

2) Ask one to step outside the room.

3) Have first volunteer follow these directions:

   a. Turn 360° to the right.

   b. Turn 360° to the left.

   c. Now please lie down on the floor.

   d. While lying on the floor, turn 360° to the right.

4) After first volunteer completes directions, bring in second volunteer.

5) Repeat directions above for the second volunteer.

Debriefing

1) In almost all cases, one person will lie on the floor and simply roll over while the other will keep head in one position and move trunk 360°.

2) If both volunteers do 360° lying down, ask rest of group if anyone had a different way of responding and let them demonstrate.

3) Ask participants what they learned from the activity.

   Stress that, even when people speak the same language and have good processing skills, it is not always possible to obtain the same response from a group.

4) Ask participants to name the persons who passed/failed the activities.

   Stress that the trainer failed because the request was only clear to the trainer and not to the volunteers.

5) Ask how poor teacher/student communication relates to the classroom experience.

6) State that the following activity will review and/or introduce to the participant practices that will increase teacher effectiveness with student in the pre-referral period.

ACTIVITY FOUR: GOOD TEACHING PRACTICES

Procedure

1) Divide participants into groups of four and have each group choose a group recorder. (Provide newsprint for each group recorder).

2) Instruct participants to turn to page 37 in their Participant's Manual and read directions.

3) Allow 30 minutes for this activity.

Debriefing

1) At the end of 30 minutes, ask each group recorder to present outline of lesson to the class for critique. (Each group will have five minutes to present lesson, followed by five minutes of critique by class.)

2) Discussion should be open-ended, however, the trainer should point out the strengths and weaknesses of each group's lesson.

SECTION V: RECORDING BEHAVIOR

Purpose

The purpose of this section is to familiarize participants with measurement and recording techniques to establish a baseline measure which will: 1) provide an initial reference point for evaluating the effects of the change which may result from classroom modification, and 2) help pinpoint the student's weaknesses.

Overview Objective

The participant will identify three methods (anecdotal recording, frequency counting and permanent products) to observe and record behavior.

Background Information

Measurable behaviors are observable, definite actions with a beginning and an end. To attempt to change behavior, the actions must be taking place frequently. Infrequent actions are not open to change because the subject has few opportunities to experience consequences of his or her action.

Observations of behavior must be concretely gathered, rather than felt or guessed at. Too often, behavior is either minimized or maximized out of proportion to actual events. To modify or change behavior, it is necessary to have a clear picture or objective record of the frequency and type of behaviors present.

In modifying behavior, the first step is to obtain a record of the student's current performance level under normal conditions. The teacher must establish the level at which the behavior is occurring before s/he attempts to modify it. The record of the current level of performance is called the baseline. The goal of establishing baseline measures is to obtain a reliable indication of the behavioral strength. The number of different observation periods needed to obtain a reliable measure would depend upon the fluctuation and frequency of the targeted behavior. Typically, daily recordings over three days or so would be sufficient. However, a behavior which fluctuated considerably might require a longer baseline recording period in order to obtain a reliable measure.

This baseline recording provides the teacher with an objective indication of the student's behavior. After the baseline level is established, the teacher can then implement an intervention procedure designed to improve the student's behavior. By comparing baseline and intervention results, the teacher can evaluate the effectiveness of his/her intervention procedure upon the student's behavior. Subjective judgment is not a reliable basis on which to begin work on behavior. Too often, personal feelings or bias enter into the judgment, and the frequency of the observed behavior is either minimized or maximized out of proportion to actual events.

In this module, three recording techniques will be introduced:

a. anecdotal recording
b. frequency
c. permanent product

ANECDOTAL RECORDING

Anecdotal recording is a narrative form of charting, involving a who, what, where and when method. This method is utilized if the behavior does not occur often, occurs in different situations, and is easily observed. Keeping anecdotal records on a student provides a thorough, ongoing, observational record that will help the teacher to understand the dynamics of the learner. This record will eventually identify patterns of behavior so that the teacher can begin to individualize instruction to meet the student's needs. The Maryland Teacher Training Program, on "Observation of Behavior", states the following criteria for a good anecdote:

- Give the time, the date, the place, and the situation in which the action occurred. This is called the setting.
- Describe the actions of the pupil, the reactions, the reactions of the other people involved, and the response of the pupil to these reactions.
- Quote what is said to the pupil and by the pupil during the action.
- Supply "mood cues" - postures, gestures, voice qualities, and facial expressions that give cues to how the child felt. Such mood clues do not provide interpretations of feeling, but only the cues. Pupils might be asked to describe how they felt in a particular situation.

- Describe extensively enough to cover the episode. The action or conversation is not left incomplete and unfinished, but is followed through to the point where a little vignette of a behavioral moment in the life of the pupil is supplied.

FREQUENCY COUNTING/EVENT RECORDING

One of the most practical and useful observation procedures is frequency counting or event recording. With this procedure, the teacher keeps a tally of the number of times a particular behavior occurs over a specific time period. For instance, a teacher may count the number of times a student drops his/her pencil during a one hour class.

Frequency counting is a good procedure for measuring short duration behaviors such as talking out, aggressive behavior, and the number of reading errors. This procedure would not adequately measure other behaviors of longer duration such as the student being out of his/her seat. Out-of-seat behavior may occur only one time during a specific period. This recording may seem minimal and lead one to think that this behavior is not a problem; however, if the student does not return to his seat, this recording would give a poor idea of what the student was actually doing.

Advantages of frequency counting are that it is a simple procedure which usually does not interfere with on-going activities. The teacher also obtains a numerical output that is easy to graph and record.

Convenient methods of tallying behaviors include tallying on a note pad or masking tape wrapped around the teacher's wrist. Also, the teacher may place marks on a chalkboard or use a handheld digital counter which may be clicked each time the behavior occurs.

DIRECT MEASUREMENT OF PERMANENT PRODUCT

A measurement technique that teachers have been using for years is the direct measurement of permanent products. With this technique, the teacher measures the tangible output of a student's work. Many activities that the student partakes in within the classroom result in a permanent product that can be easily measured. Some examples of the measurement of permanent products include, the grading of written spelling words, arithmetic equations, written answers to reading comprehension and the percentage of incomplete work. This technique is especially important to teachers as it often gives an accurate representation of the student's academic performance.

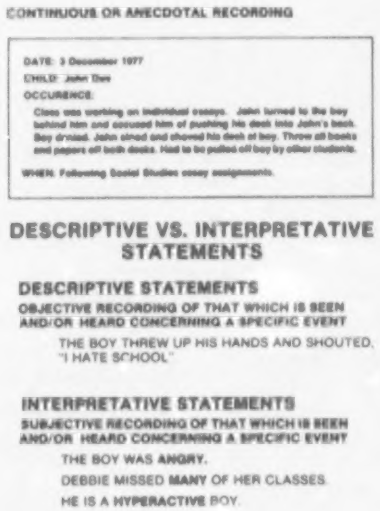
In utilizing any of these forms, it is imperative that the observer have a clear idea of the purpose for which the recording or charting will be used. A good definition of behavior comes from Wallace and Kaufman (1973). They state: "Behavior must be defined as observable (something which someone can see or hear), countable (something that can be recorded accurately), and repeatable(something that occurs more than once). The teacher must pinpoint exactly what the child does or does not do rather than how the child feels or makes others feel. Interpretation of behavior must not be confused with the behavior itself" (p. 14).

Procedure:

1) State that recording behavior and establishing a baseline is important in the pre-referral period because it: 1) helps to establish a baseline measure which provides a reference point for evaluating the effect of a behavior change which may occur as a result of introducing an alternative teaching strategy, and 2) helps to pinpoint the student's weaknesses.

2) Introduce transparency 2.11 (also found in Participant's Manual on p.41)

2.11



CONTINUOUS OR ANECDOTAL RECORDING

DATE: 3 December 1977
CHILD: John Doe
OCCURENCE:
Class was working on individual essays. John turned to the boy behind him and accused him of pushing his desk into John's back. Boy denied. John stood and shoved his desk at boy. Threw all books and papers off both desks. Had to be pulled off boy by other students.
WHEN: Following Social Studies essay assignments.

DESCRIPTIVE VS. INTERPRETATIVE STATEMENTS

DESCRIPTIVE STATEMENTS
OBJECTIVE RECORDING OF THAT WHICH IS SEEN AND/OR HEARD CONCERNING A SPECIFIC EVENT

THE BOY THREW UP HIS HANDS AND SHOUTED, "I HATE SCHOOL"

INTERPRETATIVE STATEMENTS
SUBJECTIVE RECORDING OF THAT WHICH IS SEEN AND/OR HEARD CONCERNING A SPECIFIC EVENT

THE BOY WAS **ANGRY.**

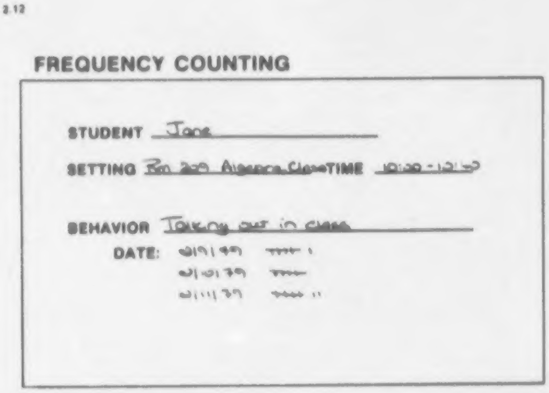
DEBBIE MISSED **MANY** OF HER CLASSES.

HE IS A **HYPERACTIVE** BOY.

a. Point out the salient features of this recording method.

b. Discuss the differences between descriptive and interpretive language. Ask participants to reword interpretive statements that appear on transparency.

3) Introduce transparency 2.12 (also found in Participant's Manual on p. 42).



2.12

FREQUENCY COUNTING

STUDENT Jane

SETTING Rm 209 Algebra Class TIME 10:00-12:00

BEHAVIOR Talking out in class

DATE: 2/9/79 [illegible]
2/10/79 [illegible]
2/11/79 [illegible]

a. Discuss the advantages and procedure for using this method of recording.

ACTIVITY SIX: FREQUENCY RECORDING

Ask participants to isolate one of your behaviors for the next ten minutes (or until this entire section is completed), and record the frequency of this behavior. The trainer should:

1. Introduce an annoying behavior as the training session continues (e.g. scratching your head, or saying okay after each statement you make).

2. At the end of this section, ask participants for the frequency count and the method they used to record the behavior.

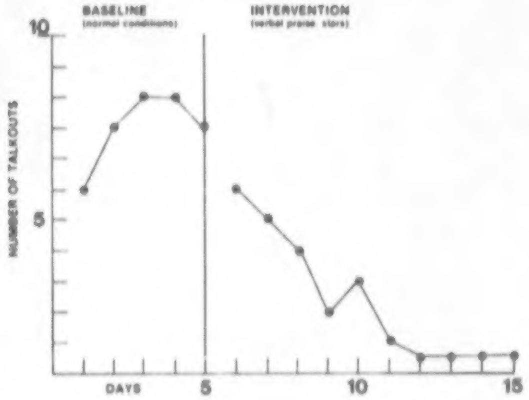
ACTIVITY SEVEN: USING DESCRIPTIVE LANGUAGE

a. Have participants turn to page 43 in their Participant's Manual.

b. Allow participants ten minutes to complete the activity. Correct the worksheets with the class. Ask for volunteers to share their statements with the group. (Don't forget to continue the "annoying behavior" that you introduced in Activity Six).

4) Introduce transparency 2.13.

2.13



STRESS:

a) The teacher used a frequency recording procedure to measure the number of talk-outs for a five day period. The mean number of talk-outs was eight.

b) The teacher then implemented the following intervention procedure:

  1) Praised the student for not talking out.

  2) Gave a star for each 20 minute period that she did not talk out.

c) Results show that the mean number of talk outs reduced from eight to 2.1 during a ten day intervention period.

5) Discuss permanent products as a method of recording.

6) This ends Section V. Ask participants for feedback on their frequency recording of your behavior during the training.

SECTION VI: INFORMAL ASSESSMENT

Purpose

The purpose of this section is to give participants skills that can be used to determine the student's strengths and weaknesses.

Overview Objective

Identify four methods ("The Educational Assessment", the graded word list, the paragraph reading test and task analysis) for informally assessing entry level skills.

Background Information

Informal assessment further helps to explore the possibilities as to which modifications in the regular school program would be helpful in solving the educational problem that the student is having. It also guides the teacher in making decisions about which regular school services should be utilized to help meet the student's needs.

Presented in this section are three informal assessment tools:

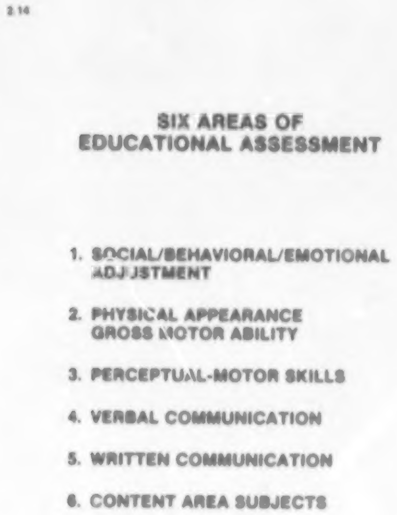
1. "The Educational Assessment"
2. The Graded Word List
3. The Paragraph Reading Test

"The Educational Assessment" presented in this module consists of six specific areas. By using descriptive language to answer the questions presented in the educational assessment, the teacher will obtain a clear picture of the student's strengths and weaknesses. Two types of reading tests are presented in this module, the graded word list and the paragraph reading test. These tests can be administered quickly by the content area teachers during any class period when the other students are working on independent assignments. It should be stressed that the student may be failing a subject because of the inability to read and comprehend the text or assigned readings.

Procedure

1) Prepare an introduction to informal assessment from the background information.

2) Present transparency 2.14 and have participants turn to page 44 in their manual.



2.14

SIX AREAS OF
EDUCATIONAL ASSESSMENT

1. SOCIAL/BEHAVIORAL/EMOTIONAL ADJUSTMENT
2. PHYSICAL APPEARANCE
   GROSS MOTOR ABILITY
3. PERCEPTUAL-MOTOR SKILLS
4. VERBAL COMMUNICATION
5. WRITTEN COMMUNICATION
6. CONTENT AREA SUBJECTS

Briefly review each section presented.

STRESS:

a) This educational assessment was included as a reference for the participant's use in their own classrooms.

b) In using this form of assessment only focus in on the areas that help to further define the student's strengths and/or weaknesses.

3) Introduce graded word list. Have participants turn to page 50 in their Participant's Manual.

STRESS:

a) The graded word list helps the teacher in determining the student's reading level. It also helps in detecting patterns of difficulty in word analysis.

b) The information obtained from the test should be used to select appropriate reading materials for the students.

c) Graded word lists can be prepared by selecting words from the glossary of a basal reading series used in the school. The directions are as follows:

1. Select ten words from each grade level reader. Clearly print or type these words on an index card.

2. Select a card two years below the student's grade level and have the student read the words aloud. If a word is misread the teacher should present an easier list until the student makes no errors. The student should be encouraged to attempt to read all the presented words. The teacher should record all responses so that the student's errors can be analyzed to determine his or her method of word attack.

3. The student should continue reading the words on the grade level lists until he or she misses three words. Stop the test.

4. The student's reading level can now be determined.

   a. Independent Reading Level
   = 9 out of 10 words

   b. Instructional Reading Level
   = 8 out of 10 words

   c. Frustration Reading Level
   = 7 out of 10 words

   Three or more errors indicate that the reading materials are too difficult for the student.

4) Present transparency 2.15 (found in Participant's Manual on p. 51) See the following page.

2.15

PARAGRAPH READING TEST

1. SELECT A PARAGRAPH FROM THE STUDENT'S TEXT
2. CONSTRUCT FOUR COMPREHENSIVE QUESTIONS

   ASK THE STUDENT TO:

   A. DEFINE A KEY WORD IN THE PARAGRAPH
   B. RECALL A SPECIFIC IDEA
   C. RECALL A MAIN IDEA
   D. MAKE AN INFERENCE

Review the necessary steps for devising this test.

SECTION VII: TASK ANALYSIS

Purpose

The purpose of this section is to introduce the participants to the definition, components, and types of task analysis. They are also required to identify components of task analysis that do not meet the criteria as presented in the lecture and worksheet materials. The activities in this section also provide the participant with practice in breaking down main tasks into sub-tasks.

Overview Objective

The participant will be able to: 1) identify the definition, procedure and types of task analysis, 2) judge the accuracy of task analysis, and 3) conduct an analysis of main behavioral tasks.

Background Information

Task analysis is the process of isolating, describing, and sequencing all necessary sub-tasks which, when the child has mastered them, will enable him/her to perform the task.

Any diagnostic or instructional procedure can be subjected to a task analysis. Prior to considering the teaching of a task, an analysis of its component parts can be conducted. How an individual performs a task successfully can serve as a model for analysis. For example, what steps are included in an individual's tying of his/her shoes? There are discrete steps involved in the task that are sequential, and also, in some tasks such as tying shoelaces, there may be more than one way to analyze or complete the task.

STEPS IN TASK ANALYSIS

The isolation of discrete steps of a task is not an easy process. According to Thiagarajan, Semmel, and Semmel (1974), there are a number of steps required to complete an analysis of a task. They describe these steps:

> 1. Specify the main task. This step requires a comprehensive statement of the task's objective. It should indicate the skill the trainee is expected to acquire upon the completion of instruction and the situation in which the skill will be used...

2. Identify sub-tasks at the preceding level of complexity. This step is accomplished by asking, "What skills should the trainee possess in order to perform the main task?" Obviously, hundreds of skills contribute to any performance but, at this stage, we are interested only in identifying those that immediately contribute to our main task...
3. Treat each sub-task as a main task and repeat the analytic procedure.
4. Terminate analysis when the sub-task reaches the entry level of the student. An analysis of the task can be halted at a logical point. This analysis does not include tasks that are obviously within the student's repertoire of entry skills (pp. 32-35).

CRITERIA FOR TASK ANALYSES

Thiagarajan, Semmel and Semmel (1974) have developed a checklist for judging the adequacy of a task analysis. Their criteria include:

> Relevance. Is the main task relevant to the effective performance of a teacher in a real-world classroom with special needs children?
>
> Completeness. Are enough sub-tasks listed to cover the performance of the main task? Has any essential sub-task been omitted?
>
> Triviality. Is any sub-task included which is simpler than the entry level of the student?
>
> Necessity. Is each sub-task necessary for the performance of the main task? Are any of the sub-tasks unnecessary?
>
> Redundancy. Is any sub-task repeated more than once with or without minor changes in wording? Is any set of sub-tasks an alternate for the performance contained in another set of sub-tasks? (p. 41).

In developing a task analysis, the teacher must judge its accuracy to assure that an adequate instructional program is developed for the child. In some cases, the subskills can be determined by performing the task or observing a successful performance of the task.

THE LEARNER'S ENTRY LEVEL

After a task's component parts are analyzed and placed into a hierarchy or sequence of skills, the educator must find the student's entry level, i.e., the sub-task in the sequence of skills that the learner is able to complete successfully. A "rule of thumb" for identifying the sub-tasks within the main tasks for instruction is to include no more than five levels or sub-tasks for a main task (Stolovich, 1976). If it is necessary to extend the analysis beyond five levels in order to reach the child's entry level, one of the sub-tasks should probably be chosen as the main instructional task. For example, if the instructional task is the telling of time to the nearest hour on a standard wall clock (see Figure 2), sub-tasks should relate directly to the completion of the main task. Although in this task, the learner must identify orally the numerals in order to express time, the recognition of numerals should not be one of the child's entry skills. If the child cannot recognize the numerals, s/he may not be ready to identify the symbols for time.

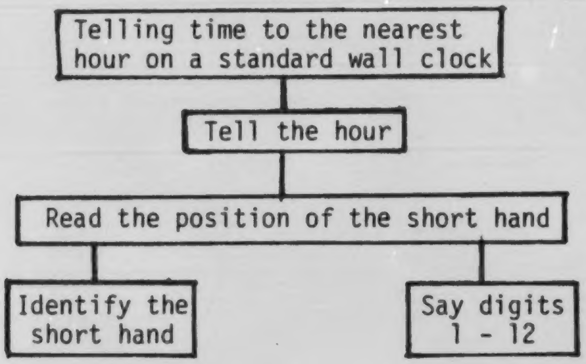
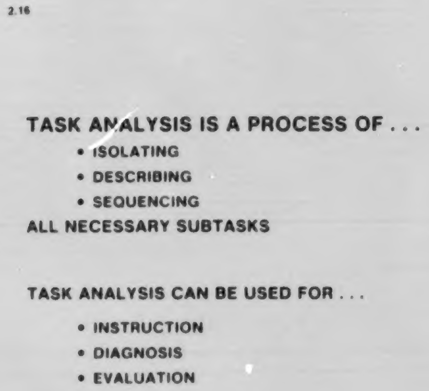

Telling time to the nearest hour on a standard wall clock
Tell the hour
Read the position of the short hand
Identify the short hand
Say digits 1 - 12

Figure 2 Task Analysis: Telling Time

(Thiagarajan, 1974).

Procedure

1) Present transparency 2.16 (also found in Participant's Manual on p.52).



2.16

TASK ANALYSIS IS A PROCESS OF . . .
- ISOLATING
- DESCRIBING
- SEQUENCING

ALL NECESSARY SUBTASKS

TASK ANALYSIS CAN BE USED FOR . . .
- INSTRUCTION
- DIAGNOSIS
- EVALUATION

STRESS:

a. Task analysis is a process of isolating, describing, and sequencing all necessary sub-tasks which, when mastered, will enable the student to perform the objective (Bateman, 1971, p. 33).

b. Any diagnostic or instructional procedure can be subjected to a task analysis. Task analysis is a process for diagnosis, instruction, and evaluation.

   1) Diagnostically, the specific entry level of a student can be determined.

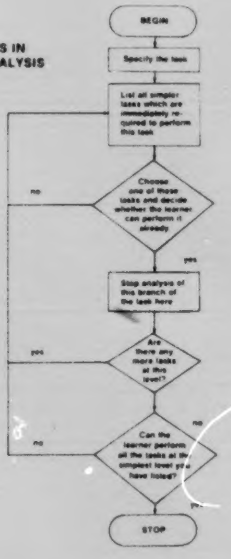
   2) Instructionally, the educator can step back to another level if a student is not mastering a particular skill. Also, each skill can be sliced finer and finer until the entry skill is determined.

   3) Task analysis enables us to administer direct measurements of what the children learned at each level or on each sub-task.

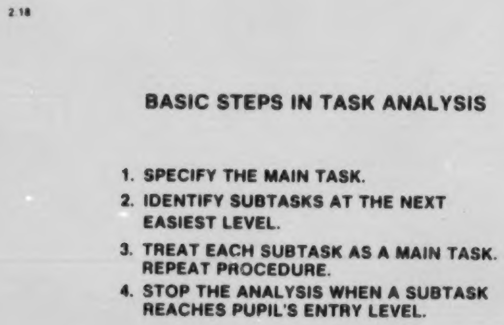
2) Present and narrate the flowchart on steps in task analysis, transparency 2.17 (also found in Participant's Manual on p. 53.)

2.17

STEPS IN TASK ANALYSIS


BEGIN
Specify the task
List all simpler tasks which are immediately required to perform this task
Choose one of those tasks and decide whether the learner can perform it already
no
yes
Stop analysis of this branch of the task here
Are there any more tasks at this level?
yes
Can the learner perform all the tasks at the simplest level you have listed?
no
no
yes
STOP

3) Expand on the concept of task analysis presented in the flowchart by presenting transparency 2.18 (also found in Participant's Manual on p. 54.)



2.18

BASIC STEPS IN TASK ANALYSIS

1. SPECIFY THE MAIN TASK.
2. IDENTIFY SUBTASKS AT THE NEXT EASIEST LEVEL.
3. TREAT EACH SUBTASK AS A MAIN TASK. REPEAT PROCEDURE.
4. STOP THE ANALYSIS WHEN A SUBTASK REACHES PUPIL'S ENTRY LEVEL.

STRESS:

a) Specify the main task. This step requires a comprehensive statement of the task's objective. It should indicate the skill the learners are expected to acquire upon the completion of instruction and the conditions under which the skill is to be used.

b) Identify sub-tasks at the next easier level. This step is accomplished by asking, "What skills should the learner possess in order to perform the main task?" Although hundreds of skills contribute to any performance, at this stage, we are only interested in identifying those that immediately contribute to the main task.

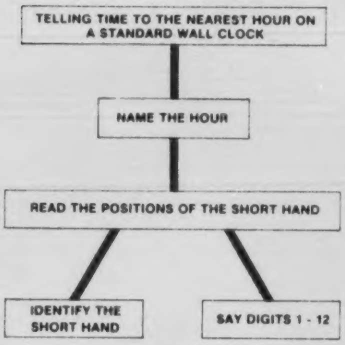
c) Treat each sub-task as a main task and repeat the analytic procedure. Using the same approach as in Step 2, we examine each sub-task as if it were a main task asking the question, "What skills should the learners have in order to perform this sub-task?" We only list those skills which immediately contribute to the sub-task.

d) Stop the analysis when a sub-task reaches the pupils' entry level. Whenever the analysis of a sub-task reaches a skill the learners already possess, it stops. The learners entry level is then said to have been reached. The analysis then resumes on another sub-task until once more, the entry level is reached. This continues until all sub-tasks and sub-subtasks have been analyzed to the pupils' entry level. At this point, we can consider the entire task analysis complete.

4) Present transparency 2.19 (also found in Participant's Manual on p. 55). Telling Time. Identify main task. Note that the main task is similar to a specific objective in that the statement must be observable and comprehensive, and not the conditions for the task (to the nearest hour on a standard wall clock).

2.19

TASK ANALYSIS: TELLING TIME

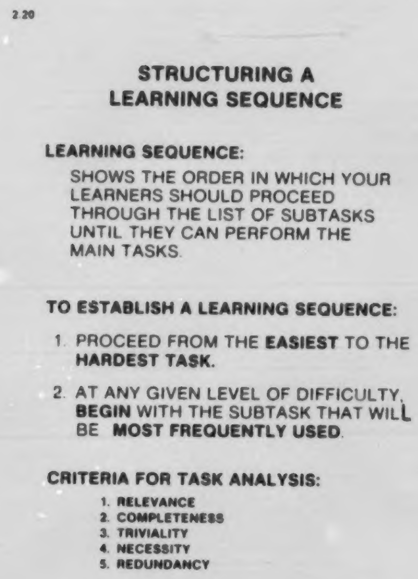

TELLING TIME TO THE NEAREST HOUR ON A STANDARD WALL CLOCK
NAME THE HOUR
READ THE POSITIONS OF THE SHORT HAND
IDENTIFY THE SHORT HAND
SAY DIGITS 1 - 12

STRESS:

a) Only the sub-tasks directly related to the main task are listed. Sub-tasks such as reading numbers or telling right from left are entry skills the student should have before learning to tell time.

b) A "rule of thumb" for identifying the sub-tasks within the main tasks for instructions is to include no more than five levels or sub-tasks for a main task. If it is necessary to extend the analysis beyond five levels in order to reach the child's entry level, one of the sub-tasks should probably be chosen as the main instructional task.

5) Present transparency 2.20 (also found in Participant's Manual on p.56).



2.20

STRUCTURING A LEARNING SEQUENCE

LEARNING SEQUENCE:

SHOWS THE ORDER IN WHICH YOUR LEARNERS SHOULD PROCEED THROUGH THE LIST OF SUBTASKS UNTIL THEY CAN PERFORM THE MAIN TASKS.

TO ESTABLISH A LEARNING SEQUENCE:

1. PROCEED FROM THE **EASIEST** TO THE **HARDEST TASK.**
2. AT ANY GIVEN LEVEL OF DIFFICULTY, **BEGIN** WITH THE SUBTASK THAT WILL BE **MOST FREQUENTLY USED.**

CRITERIA FOR TASK ANALYSIS:

1. RELEVANCE
2. COMPLETENESS
3. TRIVIALITY
4. NECESSITY
5. REDUNDANCY

STRESS:

a) Relevance - Is the main task relevant to the effective performance of a teacher in a real-world classroom with special needs children? Relevance may be a matter of opinion or philosophy of teaching and the learning process.

b) Completeness - Are enough sub-tasks listed to cover the performance of the main task? Has any essential sub-task been omitted?

c) Triviality -- Is any sub-task included which is simpler than the entry level of the student?

d) Necessity - Is each sub-task necessary for the performance of the main task? Are any of the sub-tasks unnecessary?

e) Redundancy - Is any sub-task repeated more than once with or without minor changes in wording? Is any set of sub-tasks an alternate for the performance contained in another set of sub-tasks?

6) State that the following two activities will give the participant experience with task analysis.

ACTIVITY EIGHT: CRITERIA FOR TASK ANALYSIS

Procedure

1) Ask participants to turn to p. 57 in Participant's Manual for an exercise on task analysis. Ask them to read the directions and work in pairs to complete the exercise.

2) At the end of 20 minutes, quickly review answers with the participants. Some of the answers are a matter of opinion, so if the participants disagree, allow them to present rationale for their selection of answers.

   1. (3) The task of touching the division sign was omitted. (completeness)

   2. (5) It is not necessary for the student to be able to name the colors of the rainbow in order to mix colors. (necessity)

   3. (4) If the student must match eight objects with the numeral 8 and 2, his/her entry level may be too low for addition. (triviality)

   4. (1) There is no observable action. The student will identify how.
      (observable behavior and stated conditions)

   5. (2) The relevance of this sub-task to the main task of writing a letter may be questioned by some educators. While it may be an entry skill, it may not be necessary for inclusion in instruction.
      (relevance)

   6. (6) "Touch the add sign" and "Add the sums" are the same task. (redundancy)

ACTIVITY NINE: PERFORMING TASK ANALYSIS

Procedure

1) Ask participants to turn to page 59 in the Participant's Manual. Ask the participants to work in pairs to complete the activity.

2) At the end of 20-30 minutes, quickly review the answers with the participants by having volunteers record their responses on newsprint.

Debriefing

1. After the participants have completed the exercise, ask if there are any specific questions.

   a. I did not have the same sub-tasks as the other participants, yet I feel mine is right. The response may be:

- (1) there is more than one way to complete a task;
- (2) try to complete the task using your sub-tasks.

If the task can be completed successfully, then your breakdown is probably correct.

b. How far should I break down a task? Possible answers are:

- (1) the sub-tasks should be related only to the main task; avoid adding trivial sub-tasks; the general rule is that, if the hierarchical sequence reflects more than five levels, the main task may be too hard for the child; treat one of the sub-tasks as a main task;
- (2) sub-tasks should go as far as the child's entry level;
- (3) a main task should be subdivided until the action for completion of the main task is complete. (Refer participants to the transparency on criteria for task analysis).

2. In summary, review the transparencies on task analysis (2.16 - 2.20).

   a. Stress that a task analysis can serve as a diagnostic tool because the specific point at which the child is able to complete a task (entry level) can be identified;

   b. This facilitates specificity in instructions;

   c. The child's response to each task can be evaluated;

   d. Evaluation can be accomplished via task analysis.

SECTION VIII: IN-SCHOOL SOLUTIONS

Purpose

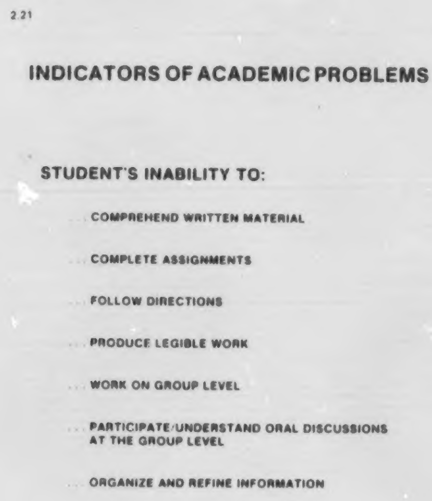
The purpose of this section is to introduce the participant to solutions to problems during the pre-referral period. Participants will also be introduced to the concept of pre-referral documentation.

Overview Objective

The participant will: 1) analyze patterns of behavior that emerge through the use of anecdotal reporting 2) specify practical classroom strategies for the teacher to use to modify the regular school program, and 3) develop a record keeping system to document all efforts in the pre-referral period.

Procedure

1) Introduce transparencies 2.21 and 2.22 (also found in Participant's Manual on p. 60-61.



2.21

INDICATORS OF ACADEMIC PROBLEMS

STUDENT'S INABILITY TO:

- ...COMPREHEND WRITTEN MATERIAL
- ...COMPLETE ASSIGNMENTS
- ...FOLLOW DIRECTIONS
- ...PRODUCE LEGIBLE WORK
- ...WORK ON GROUP LEVEL
- ...PARTICIPATE/UNDERSTAND ORAL DISCUSSIONS AT THE GROUP LEVEL
- ...ORGANIZE AND REFINE INFORMATION

2.22

INDICATORS OF SOCIO-EMOTIONAL PROBLEMS

EPISODES OF:

. . . VIOLENCE

. . . AGGRESSION

. . . INATTENTION

. . . FRUSTRATION

. . . DISREGARD FOR RULES AND REGULATIONS

. . . ATTENTION-GETTING BEHAVIORS
(TALKING OUT, OUT OF SEAT, NOISY)

. . . IMPULSIVITY OR LOSS OF CONTROL

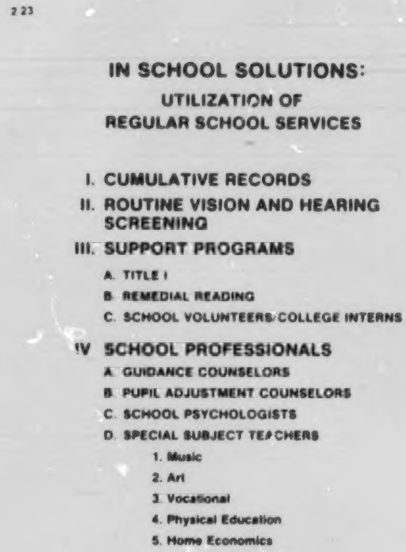
. . . WITHDRAWAL

STRESS:

a) These overheads represent an outline of behaviors that indicate that the student is experiencing school problems.

b) If the student exhibits one or a combination of these behaviors the teacher should immediately seek a solution.

2) Introduce transparency 2.23 (also found in Participant's Manual on p. 62). See the next page.



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IN SCHOOL SOLUTIONS:

UTILIZATION OF
REGULAR SCHOOL SERVICES

I. CUMULATIVE RECORDS
II. ROUTINE VISION AND HEARING SCREENING
III. SUPPORT PROGRAMS
  A. TITLE I
  B. REMEDIAL READING
  C. SCHOOL VOLUNTEERS/COLLEGE INTERNS
IV SCHOOL PROFESSIONALS
  A. GUIDANCE COUNSELORS
  B. PUPIL ADJUSTMENT COUNSELORS
  C. SCHOOL PSYCHOLOGISTS
  D. SPECIAL SUBJECT TEACHERS
    1. Music
    2. Art
    3. Vocational
    4. Physical Education
    5. Home Economics

STRESS:

a) Regular education services during the pre-referral period will differ from system to system.

b) Checking the cumulative record will give you the student's past history to school's successes and failures.

c) All other points on the overhead should be self-explanatory, however, answer questions as they are asked by the participants.

3) Ask participants to turn to the strategies section in their Participant's Manual (pp.14-29). Allow participants 5 minutes to review strategies.

STRESS:

a) Teaching strategies to meet the student's learning and behavioral needs can be employed once his or her strengths and weaknesses have been determined. One strategy should be employed to change a specific behavior so that it can be evaluated for its effect on the learner. For example, the seating arrangement, teaching style, reinforcement, and text book level should not be changed all at once.

b) Before employing a strategy, the teacher must be able to answer the following about the student:

1) Does the student not do something because s/he will not or because s/he cannot? (Teacher can find this out through informal testing.)

2) What skills does the student need in order to successfully perform the task? (Conduct task analysis).

ACTIVITY TEN: PRE-REFERRAL DOCUMENTATION

a. State that in this activity, participants will apply all of the skills introduced in the module this far.

b. Divide participants into groups of five.

c. Ask participants to turn to page 63, in their Participant's Manual to read directions for the activity.

d. Allow 60 minutes for participants to complete the activity.

Debriefing

1) At the end of 60 minutes, have each group recorder present answers to the group for comparison.

2) The answers to this are open-ended. The trainer should be very familiar with Sam's strengths and weaknesses and possible solutions to his problems.

ANSWERS TO CRITERION TEST FOR MODULE TWO

The participant should receive 3 points for each correct answer.

1. . the regular education program (3 points)
   . documented (3 points)
   . child's record (3 points)

2. . sociocultural factors (3 points)
   . learning style (3 points)
   . school systems (3 points)

3. How the student:
   . receives (3 points)
   . processes (3 points)
   . remembers information (3 points)
   . expresses (3 points)
   . manages tasks (3 points)
   . prefers to learn in relation to the physical and social environment (3 points)

4. Student's inability to:
   . comprehend written material (3 points)
   . complete assignments (3 points)
   . follow directions (3 points)
   . produce legible work (3 points)
   . work at group level (3 points)
   . participate/understand oral discussion at group level (3 points)
   . organize and refine information (3 points)

5. . anecdotal records (3 points)
   . frequency counting (3 points)
   . direct measurement of permanent products (3 points)
   . or name of other methods of charting (3 points)

6. a. molding; demonstrations; modeling; prompts and fade-outs; feedback (3 points for each one listed)
   b. independent activities; drill sheets; self-correcting activities; delayed teacher feedback; peer tutoring and practice (3 points for each one listed)

c. provides mixed practice, introduce skill in context of other problems and subject areas; teach to discriminate operations (3 points for each one listed)

7. . Paragraph Reading Test (3 points)
   . Graded Word List (3 points)
   . Informal Reading Inventory (3 points)

8. . isolating (3 points)
   . describing (3 points)
   . sequencing (3 points)

9. . Specify main task (3 points)
   . Identify subtask at next easiest level (3 points)
   . Treat each subtask as a main task. Repeat procedure (3 points)
   . Stop the analysis when a subtask reaches the pupil's entry level (3 points)

10. Differs from school to school but may include:
looking at information from student's cumulative records; screening of vision and hearing, support programs, consultation with school professionals. (3 points for each one listed)

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MODULE THREE

THE INDIVIDUALIZED EDUCATIONAL PLAN: COMPONENTS OF THE IEP

TRAINER'S MANUAL

INTRODUCTION TO MODULE THREE

The purpose of this module is to introduce the special and regular educator to the necessary procedures and components for the development of an Individualized Educational Plan (IEP). An IEP is a working document that includes: (1) a student profile; (2) current performance levels; (3) general student centered goals; (4) specific student centered objectives; (5) teaching approaches and methodologies; (6) specialized equipment and materials; (7) monitoring and evaluation techniques, and (8) a special education service delivery plan. Also included is student information such as: age, language of the home, and the student and other services offered to the student, e.g. remedial reading. The IEP document is a product of the Evaluation Team's decisions concerning the student's needs.

OVERVIEW OBJECTIVES

In this module, the participant will:

1. Identify the internal consistency of the components of the Individualized Educational Plan as it relates to the decision-making process by completing a written exercise.
2. Identify the components of the student profile by completing an exercise based on simulated case materials.
3. Identify statements of current level of performance utilizing a specific set of criteria.
4. Identify current levels of performance from simulated assessment information.
5. List goals in order of priority for a simulated case study.
6. Select from a range of teaching approaches and methodologies appropriate strategies for a simulated case study.
7. Select from a range of on-going monitoring and evaluation techniques those strategies most appropriate for the evaluation of goals, specific objectives, and teaching strategies for a special needs student.

8. Judge the adequacy of specific student centered objectives by specific criteria.

9. Write specific student centered objectives for each goal presented for a simulated case study.

10. Select from a range of special education service delivery systems (including settings) the type of service most appropriate for the special needs student.

PRE-TRAINING ACTIVITY

As Trainer, your role is to introduce the participant to the activities, to guide the discussion after each activity, to clarify points illustrated by these activities, and to present criteria for each component of the Individualized Educational Plan (IEP).

Prior to introducing this module to participants, the trainer should:

1. Examine carefully the contents and background information;

2. Read all the activities to be completed by participants;

3. Assess the entry skills of participants by:

   a. noting how many participants have successfully completed the criterion tests for Modules One and Two;

   b. administering and scoring the criterion test for Module Three.

   c. counseling potential participants concerning their scores on the criterion test for Module Three. If the participant scores less than 80% on the test, s/he is eligible for participation in Module Three. If the participant scores better than 80%, s/he can take the criterion test for Module Four and/or participate in Module Three, if s/he feels that the activities may facilitate new insights or present new skills.

4. Prepare all transparencies and newsprints.

AN OVERVIEW OF THE TRAINING PROCESS

In this module, the participants will be introduced to the components of the IEP through the use of a lecture/overhead presentation, simulated case materials, small group activities and discussion. The materials for this module are designed to facilitate the participant's identification, discrimination and application of the skills necessary for writing an IEP. Answers to the activities are provided for the trainer as a guide.

Entry Skills

1. Completion of Module One and Two, or a score of 80% on the criterion test for each module.

Time Required

There are eight training sections in this module. It is estimated that it will take the participant nine hours to complete the materials in this module. The materials should be presented in three, three hour sessions. The suggested breakdown for presentation is indicated below:

Session One	**Training Section**	**Minutes**
Overview of the IEP Components	I	40
Student Profile	II	70
Break		10
Current Levels of Performance	III	60
Session Two		
Establishing General Student Centered Goals	IV	60
Break		10
Teaching Approaches and Methodologies	V	60
Break		10
Monitoring and Evaluation Strategies	VI	40
Session Three		
Specific Student Centered Objectives	VII	90
Break		15
Types of Service Delivery	VIII	75

SECTION I: OVERVIEW OF THE IEP COMPONENTS

Purpose

The purpose of this activity is to introduce the participant to the components of the Individualized Educational Plan. The didactic presentation is designed to emphasize that the IEP document is a product of a systematic decision-making process and that this decision-making process should result in a document that is internally consistent - i.e. goals should be based on the information found in the student profile and current levels of performance; specific student centered objectives should be based on goals and so forth.

Overview Objectives

In this module, the participant will:

1. Identify the components of the IEP;
2. Label the IEP components according to the stages of the decision-making model.

Background Information

Both PL 94-142 and Massachusetts 766 designate specific components of the IEP document. These components are similar, the primary difference being the inclusion of the student profile in the Massachusetts 766 IEP. Several special educators have noted that the components of the IEP document are a product of a decision-making process. (Gillespie-Silver, 1979; Kladder and Gibbons, 1975; Morrissey and Safer, 1976; and Tracy). Therefore, its components should be internally consistent.

Stages in the Decision-Making Process

The stages of this decision-making process are:

1. Recognition of a problem (referral);
2. Gathering data in order to define the problem;
3. Establishing tentative solutions;
4. Implementing these tentative solutions;
5. Monitoring the efficacy of the solutions;
6. Review of the evaluation results, and
7. Revision of the solutions and perhaps further definition of the problem according to the feedback from the evaluation results.

Recently the decision-making process of the IEP has been formalized. It is now used by educational systems as a guide in which administrative and programmatic decisions are made. This process is continual and on-going; monitoring of decisions is an important component. The decision makers establish objectives (outputs) and methods for reaching these objectives (inputs and processes). Decisions made are considered products or outputs of the process. The system engaged in the decision-making process can be defined by the kinds of decisions made by its members; the bases for making these decisions; and the point at which these decisions were made.

The IEP As A Decision-Making Process

The development of the IEP can be viewed as a vehicle for engaging in systematic decision-making. The goals, objectives, teaching approaches, and service delivery can be viewed as the kinds of decisions by the participants; the assessment data that results in the student profile and levels of performance can be viewed as the bases for this decision; date of formulation of the IEP can be viewed as the point at which these decisions were made.

Steps in the IEP Decision-Making Process

The development of an IEP begins with the referral and ends with the review/revision phase. Assessment procedures are used to gather data in order to define the student's problem. This definition results in a proposed plan consisting of the student profile, levels of performance, general goals, teaching strategies, evaluation and monitoring techniques, specific objectives, and a service delivery plan. The IEP is implemented as a tentative solution to meet the needs of the student. On-going evaluation procedures are designated to monitor the effectiveness of these solutions. In the review/revision phase of the IEP, the solutions are evaluated by teachers, parents, and often the student. (See Chart I) As a result, the necessary revisions are made. Because the steps in the IEP decision-making process are interrelated, e.g. objectives based on goals, the IEP document should be internally consistent. The document should not be viewed as a collection of unrelated components. This internal consistency is an important factor in evaluating the effectiveness of the Team Members' decisions concerning the needs of the student.

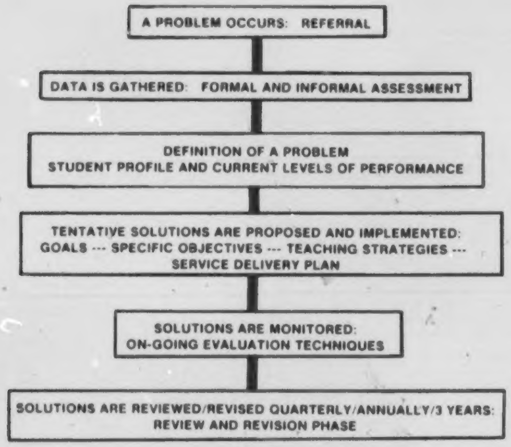

A PROBLEM OCCURS: REFERRAL
DATA IS GATHERED: FORMAL AND INFORMAL ASSESSMENT
DEFINITION OF A PROBLEM
STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE
TENTATIVE SOLUTIONS ARE PROPOSED AND IMPLEMENTED:
GOALS --- SPECIFIC OBJECTIVES --- TEACHING STRATEGIES ---
SERVICE DELIVERY PLAN
SOLUTIONS ARE MONITORED:
ON-GOING EVALUATION TECHNIQUES
SOLUTIONS ARE REVIEWED/REVISED QUARTERLY/ANNUALLY/3 YEARS:
REVIEW AND REVISION PHASE

CHART I: THE IEP AS A DECISION-MAKING PROCESS

Procedures

1. Introduce Transparency 3.1 (also found in Participant's Manual on p.30).

3.1

COMPONENTS OF THE INDIVIDUALIZED EDUCATIONAL PLAN

- STUDENT PROFILE, INCLUDING ADDITIONAL INFORMATION
- CURRENT LEVELS OF PERFORMANCE
- STUDENT-CENTERED GOALS
- TEACHING APPROACHES AND METHODOLOGIES
- MONITORING AND EVALUATION TECHNIQUES
- SPECIALIZED EQUIPMENT AND MATERIALS
- STUDENT-CENTERED SPECIFIC OBJECTIVES
- SPECIAL EDUCATION SERVICE DELIVERY PLAN

STRESS:

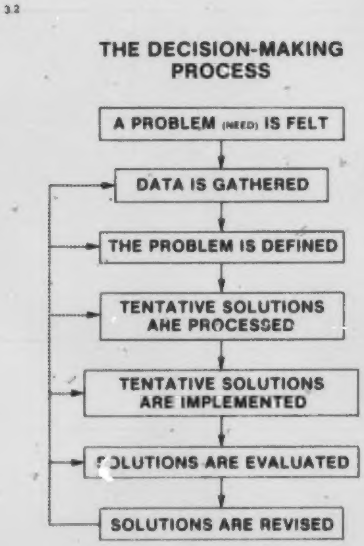
a. That these are the major components of the IEP. State that the IEP document can be found in their Participant's Manual on pages 31-34.

b. More attention to the components of the document occurs in subsequent activities.

c. The IEP document can be viewed as a product of the Team Members decision-making process for specifying the student's needs and developing a plan to meet them. (For example, write product of a process on the chalkboard or newsprint).

d. The decision-making process can be broken into systematic, sequential stages.

2. Introduce Transparency 3.2 (also found in Participant's Manual on p. 35).


3.2
THE DECISION-MAKING PROCESS
A PROBLEM (NEED) IS FELT
DATA IS GATHERED
THE PROBLEM IS DEFINED
TENTATIVE SOLUTIONS ARE PROCESSED
TENTATIVE SOLUTIONS ARE IMPLEMENTED
SOLUTIONS ARE EVALUATED
SOLUTIONS ARE REVISED

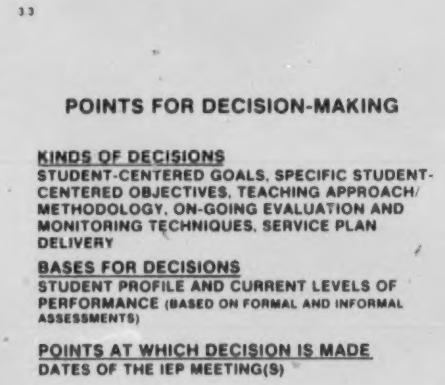
STRESS:

a. Facets of the decision-making process (use the background information).

b. The decision-making process is ineffective unless review and revision are a part of the process.

c. The IEP document is the output or product of the decision-making process.

3. Introduce Transparency 3.3 (also found in Participant's Manual on p. 36).



3.3

POINTS FOR DECISION-MAKING

KINDS OF DECISIONS
STUDENT-CENTERED GOALS, SPECIFIC STUDENT-CENTERED OBJECTIVES, TEACHING APPROACH/METHODOLOGY, ON-GOING EVALUATION AND MONITORING TECHNIQUES, SERVICE PLAN DELIVERY

BASES FOR DECISIONS
STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE (BASED ON FORMAL AND INFORMAL ASSESSMENTS)

POINTS AT WHICH DECISION IS MADE
DATES OF THE IEP MEETING(S)

STRESS:

The IEP represents the kinds of decisions that are made (i.e. the goals, specific objectives, teaching strategies, service delivery plans, evaluation procedures; the bases for decisions-assessment data which results in student profile and current levels of performance and the point at which these decisions were made (i.e. date(s) of IEP Evaluation Team Meeting).

ACTIVITY ONE: THE IEP AS A VEHICLE FOR DECISION-MAKING

Procedure

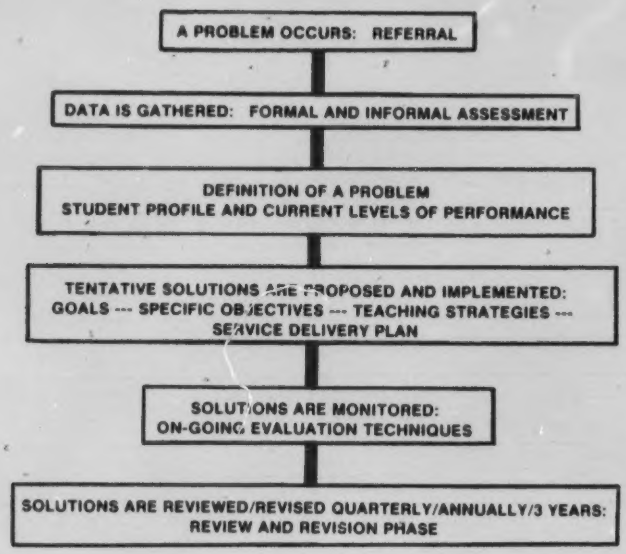
Ask the participants to turn to page 37 of their Participant's Manual and label the components of the IEP using the terms for the decision-making process.

Debriefing

Prior to the session, place the answers on newsprint.

Answers

CHART I: THE IEP AS A DECISION-MAKING PROCESS


A PROBLEM OCCURS: REFERRAL
DATA IS GATHERED: FORMAL AND INFORMAL ASSESSMENT
DEFINITION OF A PROBLEM
STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE
TENTATIVE SOLUTIONS ARE PROPOSED AND IMPLEMENTED:
GOALS --- SPECIFIC OBJECTIVES --- TEACHING STRATEGIES ---
SERVICE DELIVERY PLAN
SOLUTIONS ARE MONITORED:
ON-GOING EVALUATION TECHNIQUES
SOLUTIONS ARE REVIEWED/REVISED QUARTERLY/ANNUALLY/3 YEARS:
REVIEW AND REVISION PHASE

Stress:

a. The IEP is a document that should have internal consistency - i.e. goals are based on student profile and current levels of performance; objectives are related to the goals; teaching strategies and evaluation procedures and service delivery plans are based on the goals and objectives.

b. If an IEP document does not have this internal consistency, the Team Members may not be including the bases for their decision on the document or may not be using a systematic decision-making process to determine the student's needs.

SECTION II: STUDENT PROFILE

Purpose

The purpose of this activity is to introduce the components of the student profile.

Overview Objective

Given the case materials presented in this activity, participants will identify the student's profile

Background Information

Prior to the 1960's, many of the assessments of special students' needs typically resulted in applying a label to the student. Many special educators assumed that students with the same label learned in the same manner. In the 1960's, such special educators as Samuel Kirk (1963), Marianne Frostig (1967), and Joseph Wepman (1967) noted the intra-individual differences in students with special needs and stressed that assessment should examine the students' individual approaches to learning. How the student receives, processes, retains, and expresses information have been considered to be the student's learning style. Also, the conditions under which information is presented (e.g. small group, individual instruction, relatively stimulus free environments), the rate at which s/he learns and how s/he approaches a task have been considered to be components of the student's learning style.

Assessment of Learning Style. Many of the proponents of the learning style approach have developed tests to assess the student's intra-individual differences. Such tests as the Illinois Test of Psycholinguistic Abilities-ITPA, (McCarthy, Kirk and Kirk, 1968), and the Developmental Test of Visual Perception DTVP,(Frostig) were designed for diagnosis of intra-individual differences in language and visual perception. Moreover, these authors have developed programs to accompany their tests (e.g., Frostig and Horne, 1964; Kirk and Kirk, 1971). Critics of these tests and programs cite the lack of reliability and validity of the subtests and the lack of clear-cut evidence that training in these skills by these tests enhance academic achievement (Sedlack and Weener, 1973; Hare, Hammill and McGettigan, 1975; Leibert and Sherk, 1970; Hammill and Larsen, 1974). Furthermore, many of these tests have been used incorrectly, e.g. administration of the ITPA to secondary students.

If the assessment team assesses the learning style of a student, they must be aware of the limitations of their instruments and combine formal assessment with the use of informal diagnostic tests, systematic observations, and interviews. Trial or diagnostic teaching lessons can be used to determine the students' approach to a task. Varying the mode of presentation and response requirements in these lessons can assist in determining how the student approaches a task. By using a combination of these approaches, a team can look for patterns of behavior. The student's strengths and weaknesses in such areas as reception, perception, and expression can be determined. Teaching strategies that emphasize the student's strengths can be proposed. The following chart illustrates a profile of a student's assessment information:

A STUDENT PROFILE SUMMARY

	RECEPTION			PROCESS			RETENTION				EXPRESSION		
	V	A	P-M	V	A	P-M	V	V-M	A	P-M	V-M	Ve	P-M
STRENGTHS													
WEAKNESSES		X			X				X			X	

Ve verbal
V visual
A auditory

P-M perceptual motor
V-M visual motor

Reception skills in the areas of visual, auditory, and perceptual-motor skills can be affected if the student has a sensory deficit. Such skills as auditory and visual discrimination are considered to be processing skills. For example, a student may have intact sensory modalities, but may not be able to use them effectively, (e.g. have an auditory discrimination problem). The student may process information, but may not be able to retain it, e.g. visual memory problems. The student may possess skills in the areas of reception, processing, retention, but may not be able to express himself/herself verbally or motorically. Some physical constraints, e.g., speech and motor handicaps, may affect expression as well as lack of experience, conceptual development, organizational skills and so forth.

Rate of Learning. Included in an assessment should be the determination of the student's rate of learning and the conditions that affect his/her performance. The rate of learning can be assessed by recording the student's responses to tasks over a specific period of instruction, (e.g. thirty minute sessions for five days). Accuracy as well as rate should be considered because a student may finish a task in above average time, but not reach a designated criterion.

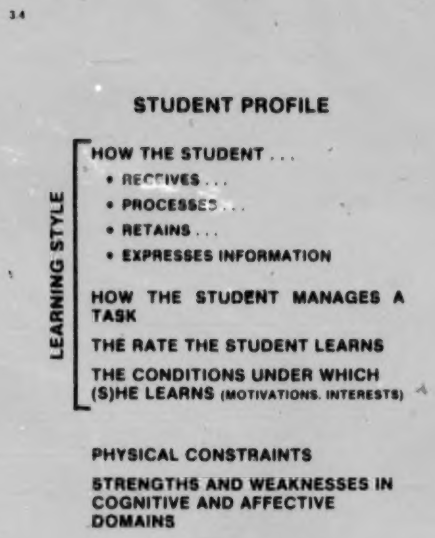
Approach to a Task. The student's ability to consider all alternatives before responding, his/her fear of learning, and confidence in his/her abilities should also be part of the student's profile. For example, a student may answer impulsively without considering the correctness of his answers; s/he may rush through his/her lessons without checking for errors, or may refuse to answer questions for fear of failure or ridicule.

Conditions for Learning. The conditions that affect the student's responses can be determined via systematic observation techniques. The student's behavior in a large group versus small group and individual instruction, his/her responses to open versus more structured setting, to peer and teacher interactions, his/her motivations and interests, social adjustments, can be determined by observing the student in his/her educational environment.

Physical Constraints. If a student has a physical constraint, e.g. a hearing loss, s/he must use another modality for receiving information. Also, a student may have physical constraints that affect expression, such as motor difficulties. The assessment team should consider the student's physical constraints during the assessment process. Intact modalities must be tapped, for example, a deaf child will need visual presentations. Also, these physical constraints should be considered during instruction, e.g. the use of talking books for a blind child.

Procedures

1. Introduce transparency 3.4 (also found in Participant's Manual on p. 38). See the following page.



3.4

STUDENT PROFILE

LEARNING STYLE

HOW THE STUDENT . . .
- RECEIVES . . .
- PROCESSES . . .
- RETAINS . . .
- EXPRESSES INFORMATION

HOW THE STUDENT MANAGES A TASK

THE RATE THE STUDENT LEARNS

THE CONDITIONS UNDER WHICH (S)HE LEARNS (MOTIVATIONS. INTERESTS)

PHYSICAL CONSTRAINTS

STRENGTHS AND WEAKNESSES IN COGNITIVE AND AFFECTIVE DOMAINS

STRESS:

a. The student profile is an indication of the student's learning style, physical constraints, and strengths and weaknesses on cognitive and affective skills. Note that learning style is how the student receives, processes, retains and expresses information; how the student approaches a task, and rate of learning. Discuss each using the background information.

b. Physical constraints can also effect the student's learning style. Give examples from background information.

c. The student's learning style can affect his/her cognitive (academic) and affective skills. For example, the student's primary weakness may be language because s/he has an auditory receptive difficulty. The student profile should summarize the student's strengths and weaknesses in cognitive academic and affective areas.

2. Introduce Transparency 3.5 (also found in Participant's Manual on p. 39). Presented on the following page.

3.5

A STUDENT PROFILE SUMMARY

	RECEPTION			PROCESS			RETENTION				EXPRESSION		
	V	A	P-M	V	A	P-M	V	V-M	A	P-M	V-M	Ve	P-M
STRENGTHS													
WEAKNESSES													

Ve = verbal
V = visual
A = auditory
P-M = perceptual motor
V-M = visual motor

3. Introduce transparency 3.6 (also found in Participant's Manual on p. 40).

3.6

INFORMAL AND FORMAL ASSESSMENT

- NORM-REFERENCED GROUP TESTS
- NORM-REFERENCED INDIVIDUAL AND GROUP DIAGNOSTIC TESTS
- CRITERION-REFERENCED TESTS
- RATING SCALES
- INFORMAL TEACHER-MADE TESTS
- DIAGNOSTIC TEACHING LESSONS
- INTERVIEWS
- OBSERVATION

STRESS:

a. Determining the student profile requires a combination of formal and informal assessment strategies. (Use the background information to discuss assessment).

b. The limitations of the tests typically administered to determine learning style, e.g. lack of reliability. Note that if these formal tests are to be used, they should be used appropriately and combined with other assessment strategies.

c. Criterion referenced tests will yield more specific information; teacher made tests, interviews and observations can give information as to how the student approaches a task.

d. Trial lessons that present materials in a variety of modes (e.g. auditory and visual) can be used to determine learning style. Observations can be used to determine the effect of settings on learning.

e. Interviews can yield information on the student's perception concerning how s/he learns best.

f. Further discussion on assessment will occur in Activity Six.

ACTIVITY TWO: STUDENT PROFILE

Procedure

1. Ask participants to form groups of four.
2. Ask participants to turn to page 41 and read the instructions for Activity Two, and work in their group to complete the task.
3. This activity should take 30-40 minutes to complete.

Debriefing

1. Ask each group to present its answers.
2. Use the "possible answers" to guide your discussion. Strive to arrive at solutions to this activity upon which the entire group can agree.
3. Stress that the IEP should include teaching strategies that consider how the student learns as well as under what conditions s/he learns.

Possible Answers

Based on informal and formal assessments, James appears to have strengths in reading comprehension, receptive language, and verbal reasoning. His weaknesses are in math skills, spelling, following directions, and interacting with his peers. He seems to learn best through visual instruction. His auditory discrimination, blending, and memory skills appear to be affecting his academic achievement. His approach to a task is often impulsive, i.e.

he does not carefully consider his answers before he responds. Also, he does not correct his miscues (errors) in reading. Other weaknesses are in visual-motor integration skills, visual reasoning (e.g. block designs) and interactions with his peers. James' interests appear to be in farm activities, animals, hiking, and backpacking.

SECTION III: CURRENT LEVELS OF PERFORMANCE

Purpose

The purpose of this section is to introduce the participant to the criteria for determining current levels of performance and to the process for identifying current levels of performance from assessment data.

Overview Objectives

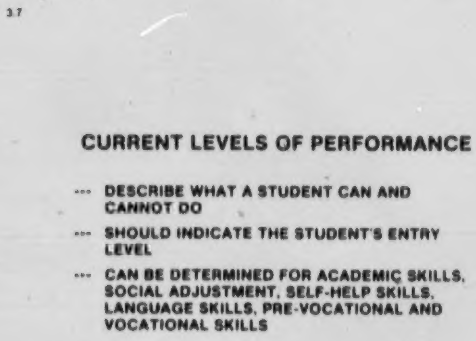
1. Given criteria for current levels of performance, the participant will critique examples of current levels of performance.
2. Given the case materials from Activity Two, the participants will identify current levels of performance in the areas of academic, social, adaptive, psychomotor and language skills.

Background Information

Information for current levels of performance should be derived from multiple sources. Because the student's performance on standardized norm-referenced tests results in levels (typically grade levels), the tendency may be to list these grade level scores as current levels of performance. This practice has several limitations: (1) norm-referenced tests yield information concerning the student's relationship to the group. This type of information may be used to determine eligibility for special services, i.e., indicate if the child's performance varies significantly from that of his/her peer group, however, rarely does this test information provide information for specific program planning and implementation. Instead, individualized diagnostic and criterion-referenced tests can be used to determine the student's specific levels of functioning. If grade level scores are to be used, the student's specific behaviors on the tests should be indicated. For example, if the student scores 7-5 on a visual-motor test, the students' specific skills in visual motor integration as measured by that test should be noted, e.g. can draw circles, segment squares, triangles. If the current levels of performance indicate the point at which instruction should begin, progress after implementation can be easily determined. Current levels of performance should indicate what the student can do, (e.g. follow two command directions) and cannot do (intersect lines in geometric figures) in the "intellectual, mental, social, and physical capabilities, including use of legs, arms, eyes, ears, and speech" (Hayes, 1977, p. 15). These specific statements concerning levels of performance should guide the Team in developing goals for the student.

Procedure

1. Introduce Transparency 3.7 (also found in Participant's Manual on p. 47). Discuss each statement using the background information as a guide.



3.7

CURRENT LEVELS OF PERFORMANCE

--- DESCRIBE WHAT A STUDENT CAN AND CANNOT DO

--- SHOULD INDICATE THE STUDENT'S ENTRY LEVEL

--- CAN BE DETERMINED FOR ACADEMIC SKILLS, SOCIAL ADJUSTMENT, SELF-HELP SKILLS, LANGUAGE SKILLS, PRE-VOCATIONAL AND VOCATIONAL SKILLS

STRESS:

Grade level scores can be used but the student's behaviors should also be noted.

ACTIVITY THREE: CRITERIA FOR CURRENT LEVELS OF PERFORMANCE

Procedure

Ask participants to turn to page 48 in their manual and complete the activity. This activity should take approximately 5-10 minutes to complete.

Debriefing

a. Discuss the answers to the activity. The correct answers indicate what specific skills the student does and does not possess.

b. In most cases, the current levels of performance should be described by noting what the student can do now. However, if entry level skills cannot be defined, based on what the student can do, then what the student cannot do must be indicated.

Answers:

DO's	DON'Ts
1. Can wash her face	1. Reads on a 3.0 grade level
2. Cannot intersect lines, in squares, diamonds, triangles	2. Math skills are on a 2.0 grade level
3. Can count to ten by rote	3. Has problems with addition and subtraction
4. Can read all the words on the Dolch Basic Sight Word List	4. Can comprehend reading passages
5. Can name the symbols for addition and subtraction	5. Cannot play simple games with peers on playground without instigating a disturbance

ACTIVITY FOUR: ESTABLISHING CURRENT LEVELS OF PERFORMANCE

Procedure

Ask students to review the case materials for Activity Two and complete the worksheet on page 49. Participants should work in the same group that they worked in for Activity Two. This activity should take approximately 30 minutes to complete.

Debriefing

Review the answers.

STRESS:

1. Each level of performance should be specific statements concerning what the student can and cannot do.
2. Grade levels should be accompanied by behaviors. These levels of functioning can be used for developing goal statements.

Possible Answers

READING

1. James can comprehend second grade reading passages in the Scott-Foresman reading program.
2. James uses visual cues in decoding word with success in 50% of his responses.

3. James uses phonics cues in decoding words with success in 50% of his responses.

4. James uses grammar or meaning cues in decoding words 10% of the time. He has 100% accuracy.

5. In phonics skills, James can identify long vowel sounds, initial consonants, except z and all the blends except sp, str, gr.

6. In structural analysis skills, James can identify two syllables, can identify compound words, cannot identify prefixes, suffixes, and such word endings as ly.

MATH

1. James can tell time on a standard wall clock to the nearest minute, hour, quarter hour, half hour.

2. James can reason numerically as measured by the Key Math Test.

3. James can add two place addends that do not require regrouping.

4. James can subtract two place numerals that do not require regrouping.

5. James counts on his fingers when he adds and subtracts.

6. James can identify simple fractions (1/3, 3/4, 1/2).

SPELLING

1. James can spell such basic sight words as: was, and, the, an, are, were.

2. James cannot utilize spelling patterns such as: i before e, ly, er, eigh, or ai.

3. James can represent initial consonants.

4. James cannot represent medial or final sounds or spelling patterns in medial positions in words.

PERCEPTUAL-MOTOR SKILLS

1. James can print but cannot use cursive writing.

2. James can copy the basic pattern for the square, triangle, rectangle, but cannot intersect or touch the lines for each pattern.

3. James cannot reproduce all internal details, e.g. triangles within squares.

4. James can copy from memory such words as ampersand.

COGNITIVE SKILLS

1. James can reason verbally (verbal analogies, verbal opposites).
2. He has above average verbal comprehension for his age.
3. James has difficulty reproducing block designs.

AUDITORY SKILLS

1. James cannot discriminate medial sounds, especially short vowel sounds.
2. James can blend only two syllable words.
3. James can follow two command directions.

LANGUAGE SKILLS

1. James' receptive vocabulary is above average for his age.
2. James' grammatical skills are above average for his age.

SOCIAL ADJUSTMENT AND SELF-HELP SKILLS

1. James cannot interact with his peers without "bullying" or "hitting" them.
2. James cannot organize his belongings.
3. James loses or misplaces many of his belongings.
4. James misses the bus often.
5. James does not interact successfully with his teacher.

SECTION IV: ESTABLISHING GENERAL STUDENT-CENTERED GOALS

Purpose

The purpose of this section is to introduce the participant to the criteria for establishing goal statements and to assist them in developing goal statements for the case student presented in Activity Two.

Overview Objective

Given the student profile and the current levels of performance from Activities Two and Four, the participant will develop goal statements in the areas of reading, math, spelling, social adjustment, perceptual and perceptual-motor skills.

Background Information

According to Hayes (1977), the most frequently read sections of the IEP are the general goals and the specific student centered objectives. These sections will probably be used most often for program planning and implementation. If goal statements are to be used for developing instructional strategies, they should be based on the information in the student's profile and the current level of performance. The goals indicate: (1) domain or area of concern; (2) the direction of expected changes; and (3) the present and expected level of change (Walker, 1979). The specific skills within the area of domain should be specified. For example, Column A gives examples of specific skill statements, while Column B lists general domains that are not as beneficial in developing specific objectives.

COLUMN A	COLUMN B
THE STUDENT WILL MASTER ALL THE MULTIPLICATION FACTS.	THE STUDENT WILL INCREASE HIS SKILLS IN MATH
THE STUDENT WILL INCREASE HER IDENTIFICATION OF THE BASIC SIGHT WORDS FROM LEVEL I OF THE DOLCH LIST TO LEVEL III	THE STUDENT WILL INCREASE HER READING SKILLS
THE STUDENT WILL INCREASE SOCIAL SKILLS BY DECREASING HITTING STUDENTS ON THE PLAYGROUND	THE STUDENT WILL DECREASE HER AGGRESSIVENESS.

If goals are based on current levels of performance, the direction of the expected changes and the present and desired levels can be specified in the general goals. An example of a general goal based on a current level of performance is provided by Hayes (1977, p. 17).

Present Level: Count to 5 by rote.
Annual Goals: (a) will count to 100
(b) will match numerals and numerals to 10
(c) will recognize numerals to 10.

Setting Priorities. General goals represent the scope and sequence of the student's program; placing these statements in order of priority assists program implementers in presenting the teaching strategies in a hierarchical or sequential order. The decision to place goals in a specified order should be a Team decision. The teachers, parents, and student, when appropriate, should engage in this process. The decision may be based on several conditions:

Previous experience, instruction and age - The student's past experiences with a specific skill area and his/her age may influence the order of importance of a goal. If the student is in tenth grade and has received remedial reading instruction for several years, yet has not progressed beyond basic sight words, the Team may place such goals as teaching reading skills after vocational skills in order of importance (Hayes, 1977).

Hierarchical Organization - Some goals must be achieved before others can be met. For example, the student must learn the order of the alphabet before s/he can use a dictionary independently, and the student should possess the concept of numbers before s/he can add.

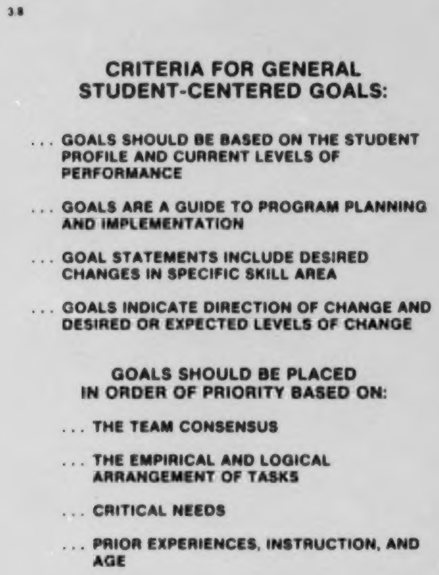
Critical Needs - Some of the student's behaviors may be affecting his/her success in other areas and, therefore, may need to be addressed first. For example, a student with a severe reading deficiency may also display aggressive actions that are harmful to himself/herself and others. These aggressive behaviors should be attended to before academic instruction can be emphasized.

Motivation and Interests - The motivations and interests of a student should be considered when goals are placed in order of priority. For example, a student may have failed reading and, therefore, may not be motivated to try again. Teaching the student to read a driver's manual may increase his/her interest in learning basic skills in reading.

In summary, the Team Member should consider the student's total life experience when sequencing the annual goals, (interests, prior successes, failures). Moreover, general goals should be related to lifelong goals, e.g., vocational interests. Also, general goals should be ones that ideally can be reached within one year. The student's prior learning rate, and the nature of the task should be considered in establishing general goals.

Procedures

1. Introduce Transparency 3.8 (also found in Participant's Manual on p. 51).



3.8

CRITERIA FOR GENERAL STUDENT-CENTERED GOALS:

... GOALS SHOULD BE BASED ON THE STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE

... GOALS ARE A GUIDE TO PROGRAM PLANNING AND IMPLEMENTATION

... GOAL STATEMENTS INCLUDE DESIRED CHANGES IN SPECIFIC SKILL AREA

... GOALS INDICATE DIRECTION OF CHANGE AND DESIRED OR EXPECTED LEVELS OF CHANGE

GOALS SHOULD BE PLACED IN ORDER OF PRIORITY BASED ON:

... THE TEAM CONSENSUS

... THE EMPIRICAL AND LOGICAL ARRANGEMENT OF TASKS

... CRITICAL NEEDS

... PRIOR EXPERIENCES, INSTRUCTION, AND AGE

ACTIVITY FIVE: ESTABLISHING STUDENT-CENTERED GOALS

Procedure

1. Ask participants to turn to page 52 in their manuals.

2. Ask participants to work in the same groups as they did for Activity Two and Four to develop goals in reading, math, spelling, perceptual, perceptual-motor skills and social adjustment for the case study presented in Activity Two. Directions for this activity are provided in the Participant's Manual. This activity should take approximately 30 to 45 minutes to complete.

Debriefing

1. Ask each group to present its goals.
2. Use the criteria presented on the transparency to judge the appropriateness of each goal.
3. Strive for group concensus. Record goal statements on newsprint. Possible answers are provided below. Compare the groups' answers with the answers provided. There are no right or wrong answers. Encourage the group to present rationales for their responses.

Possible Answers

1. James will decrease his hitting students on the playground and classroom from 20 over a ten day period to less than, or equal to 1 over a ten day period.
2. James will add and subtract simple facts, with sums less than, or equal to 20 without counting on his fingers.
3. James will increase discrimination of short vowels sounds from 100% failure to 90% success in CVC words.
4. James will increase his structural analysis skills from decoding 2 syllable words to 3 syllable words with prefixes and suffixes.
5. James will increase his use of graphophonic (visual and auditory), grammar and meaning strategies in oral reading from 30% to 90% accuracy in all expected responses.
6. James will increase following directions from 2 commands to 5 commands.
7. James will increase his spelling skills from phonetic words to words containing spelling patterns.
8. James will increase his cursive handwriting skills from unconnected letters to correctly formed and sized letters.
9. James will increase his ability to check and correct his initial responses in math, reading, and spelling from less than one time out of four to three out of four responses.

SECTION V: TEACHING APPROACHES AND METHODOLOGIES

Purpose

The purpose of this section is to introduce the participant to the process for selecting teaching approaches and methods that meet the special student's educational needs.

Overview Objectives

1. Given the student profile, current levels of performance, and general goals developed for the case study in Activity Two, Four and Five, the participants will select types of approaches or methods to implement the student's program.
2. The participants will suggest types of activities for each strategy selected.

Background Information

Teaching approaches and methods are designated on the IEP as a guide for service providers to help meet the goals and objectives designated for the student. This phase of the IEP process is most important because it describes the specific manner in which the student's needs will be met. These activities are the "core" of the IEP. The selection of these approaches and methods are based on the student profile, physical constraints, and current levels of performance. The areas that these approaches address are designated by the goals.

In the planning phase of the IEP, the Team should agree upon the specific types of approaches and methods and sample activities; however, individual service providers should be responsible for developing the student's curriculum, i.e. daily lesson plans. Also, the liaison should keep other Team Members, including the parents informed about the nature of the program and necessary changes.

Types of Approaches and Methods

Service providers will find a multiplicity of approaches and methods from which to choose when planning their programs. To reach a decision as to the most appropriate program for a student, each service provider must be aware of basic teaching approaches and methods. Lerner (1978) classifies methods according to three basic approaches: (1) methods based on an analysis of the student; (2) methods based on the analysis of the curriculum content; (3) methods based on the analysis of the environmental conditions of learning. This classification is applicable to most remedial approaches for students with special needs.

Analysis of the Student. The first remedial approach is subdivided into cognitive processing approaches, sequential stages of development, and test related systems. Those professionals adopting a cognitive processing approach assess the student's learning style (see section on Student Profile). Some proponents of this approach stress using the student's strengths in teaching new materials while other authorities stress "building up weak areas while teaching through strengths" (Lerner, 1978, p. 104).

Sequential Stages of Development. The sequential stages of development approach focuses on the "hierarchical stages of development of the normal growing child" (Lerner, 1978, p. 105). Proponents of such an approach may use one of Piaget's stages of development and/or Gesell developmental scales to develop strategies for the student.

Test-related programs. Test-related programs use specific tests to determine the student's needs. For example, programs have been developed for the Illinois Test of Psycholinguistic Abilities (ITPA) (McCarthy, Kirk and Kirk, 1968) and the Developmental Test of Visual Perception (DTVP) (Frostig, Maslow, Lefever and Whittlesey, 1966).

Analysis of Curriculum Approach. The analysis of curriculum approach analyzes the subject matter of the tasks to be learned. "The method of remediation is the same for all students, no matter how different their learning styles may be" (Lerner, 1978, p. 107). Lerner places such specialized techniques as the visual-auditory-tactile-kinesthetic task analysis strategies, and the use of specific commercial materials under this approach.

Analysis of Environmental Conditions Approach. The final approach, the analysis of the environmental conditions of learning, is classified into: (1) behavioral approach which concentrates on changing the student's behavior, typically using principles of reinforcement or behavior change; (2) psychotherapeutic remediation which concentrates on the feelings of the student and his/her relationships with the therapist (Lerner, 1978, p. 110) and

(3) the remediation through pedagogy approach which emphasizes that the inadequacies of the learning environment may be the cause of the student's problem.

In developing an IEP for a special needs student, a combination of all these approaches can be considered. The Team can select components from each approach that will best meet the student's educational needs. Many texts explain the specific components of these approaches.[1]

Criteria for Selection of Teaching Approaches

Service providers should help the Team determine the appropriate teaching approach and methodology. The selection of teaching approaches and methodologies should be based on the following criteria:

1. Primary mode of presentation
2. The response requirements- e.g. visual-motor
3. Specific teaching strategies, e.g. use of practice, reinforcement
4. The condition under which the tasks are presented
5. The specific tasks and concepts to be learned by the student

Mode of Presentation. The mode of presentation consists of primary modalities emphasized by the program (e.g. visual and auditory) and the format in which the tasks are presented (e.g. filmstrip and cassettes). While no program uses just one mode for presenting tasks, many methods emphasize one or two modalities. These programs are used to emphasize the strengths of the student. The service provider should avoid strategies that emphasize the student's weakest modality.

Response Requirement. The response requirements of an approach should be considered. For example, is the student required to respond orally, motorically? Do these response requirements capitalize on the student's strengths or weaknesses? Are the program's response requirements clearly delineated?

Specific Teaching Strategies. Specific teaching strategies or approaches to presenting the task include a plethora of extant strategies. Such techniques as modeling (presenting examples), use of concrete or manipulative materials, shaping (reinforcement of successive approximations to a correct response), cueing (assisting the student by providing partial answers), and use of the student's interests and motivations are examples of such strategies.

---

[1] Several of these texts are listed in the Participant's Manual.

Conditions for Instruction. The conditions under which the task will be presented should be analyzed. The conditions can be determined by examining the student's learning style, the nature of the task, or the environment in which the task or concept is to be introduced. For example, because a student may not effectively learn in large group settings, his/her lessons may be presented in one to one settings, e.g. peer tutoring. The task, e.g. walking on a balance beam, may require small group instruction. The environment, includes teacher-pupil and pupil-pupil interactions and the structure of the setting (e.g. learning centers, cubicles).

Task and Concept Analysis. A task and concept analysis should be conducted prior to the development of specific student centered objectives. These analyses should be based on the teaching strategies. Task and concept analyses are not teaching approaches *per se*; rather, they are the process for isolating, describing, and sequencing tasks or concepts to be presented to the student. (Bateman, 1971, p. 33). A task or concept analysis should be a part of any approach (See Module Two).

In summary, each service provider must select from a wide range of strategies and methods that s/he considers to be appropriate in meeting the student centered goals. The student's learning style and current level of performance should determine the specific strategies.

Procedure

1. Introduce transparency 3.9 (also found in *Participant's Manual* on p. 53). Presented on the following page.

39

TEACHING APPROACHES AND METHODS

... IMPLEMENTATION STAGE OF THE IEP

... BASED ON STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE

... GOALS SPECIFY AREAS OR DOMAINS

... DEVELOPED BY THE SERVICE PROVIDER

STATEMENT OF TEACHING APPROACH/METHODOLOGY SHOULD INCLUDE:

... THE TYPE OF TEACHING APPROACH OR METHOD

... THE TYPE OF ACTIVITY

EXAMPLE: TYPE OF TEACHING APPROACH — USE OF MANIPULATIVE MATERIALS

TYPE OF ACTIVITY — CLOTHES PINS FOR DEVELOPING THE CONCEPT OF ONENESS, TWONESS

STRESS:

a. This phase of the IEP process is important because it describes what constitutes the individual program, and how the program will be implemented. This is determined by the student's profile and physical constraints, current level of performance, e.g. if the student is at a level where s/he cannot deal with abstract information, concrete materials are used to present information.

b. That the service provider should be responsible for developing the specific teaching plan.

c. The document does not need to include the service provider's lesson plans. The goals and specific objectives serve as a guide for the lesson plans. The document contains the type of approach and an example of the activities for the approach. The specification of these two components can indicate that the student's profile, current level of performance and goals are the bases for the selection of teaching strategies.

d. Special materials and/or equipment, e.g. talking books for the blind, should be included in this section.

2. Introduce transparency 3.10 (also found in Participant's Manual on p. 54).

3.10

TEACHING APPROACHES

... LEARNING STYLES

... TASKS OR CONTEXT

... ENVIRONMENT

EXAMPLES OF TEACHING STRATEGIES

--- USE OF MANIPULATIVE MATERIALS
--- USE SMALL, SEQUENTIAL STEPS
--- USE MODELS
--- DEMONSTRATE TASKS
--- PROVIDE PRACTICE

Use the background information to discuss each point.

STRESS:

a. The learning styles approach emphasizes the student's individual differences. Typically, a modality approach is used. Proponents of this approach teach to the strengths of the student and ameliorate weaknesses via strong modalities. Also, strategies are modified according to the student's interests and motivations. Note that the mode of presentation (e.g. visual-auditory) and the response requirements (e.g. visual-motor) are to be considered. For example, the student is unable to respond successfully via a visual-motor mode, other modes can be tried, e.g. oral.

b. The task or content analysis approach may not consider the learning style of the student; instead, the nature of the task is examined. For example, some reading series, e.g. DISTAR consider the reading process to be the same for all students. Although an approach may emphasize only the tasks, any approach should analyze the tasks to be presented.

c. The environmental approaches consider the context for learning and use the student's interests, motivations, reinforcement and therapeutic strategies to change the student's behavior. Also included should be the analysis of group interactions and the structure of the environment, e.g. open classroom.

d. A combination of these approaches should be used.

e. Teaching strategies are incorporated in all teaching approaches and methods. Note that additional examples can be found in the Participant's Manual on p. 56-57.

ACTIVITY SIX: TEACHING STRATEGIES AND METHODOLOGIES

Procedure

Ask participants to turn to page 55 of their manuals and complete the activity. Participants should remain in the same groups.

Debriefing

1. Ask each group recorder to present answers. Because the responses may vary, ask each group to present rationales for choosing specific strategies and activities. (Their responses should be based on the learning styles, physical constraints, levels of performance of the student).

2. Summarize this task by stressing that teaching strategies and an activity can be included in the IEP document. The service providers are to develop the specific lesson plan.

Possible Answers

Goal #1: Set up contract with teacher and James. Also include other parties, e.g. parents, administrator. In contract, outline consequences contingent upon behavior such as rewards, doing errands or punishment-detention. James should be given verbal praise from teacher starting with praise for not hitting each hour and thinning the praise down to once at the end of each day.

Goal #2: Use a flash card procedure. Teacher should keep daily recording of learned facts. After all facts are learned, teacher should then transfer equations to worksheets. Bingo math games and tic-tac-toe math games and similar games should be used to reinforce and maintain acquired skills. As James learns his facts, he should tutor other students.

Goal #3: Introduce each vowel separately then gradually compare 2 vowels - up to 5 vowels. Word family games can be used. Use picture cards of short vowel words presenting first with printed word then present without printed word and have James say the word, vowel sound, and name. Use auditory tapes introducing one sound at a time then introducing one syllable words and other sounds. Use rhyming word games and card games to reinforce and maintain the learned skills.

Goal #4: Use the following exercises:

1. Adding missing syllable to words;
2. Scrambled syllables to make words, to fit in sentences;
3. Tap out number of syllables in words. Use syllable games and scrambled syllable puzzles to reinforce skills. Provide a list of rules pertaining to syllabication with examples for him to refer to when doing independent work.

Goal #5: Use a tape recorder to tape (with Jame's permission) James' oral reading. Play the recording for James to listen to and correct his miscues . A log of visual and phonics cues will be developed by James. Use cloze exercises that emphasize James' completion of words in sentences. Nouns omitted first, then verbs, prepositions, adverbs and adjectives.

Goal #6: Reduce James' directions in the resource room and regular classroom to 2 commands. Add one new command until he can follow five command directions. Stress target words and give commands at a slow rate gradually increasing rate.

Goal #7: Use card games using the medial and final sounds after introduction of the sound. James' visual memory will be used to teach him the basic spelling patterns via flashcards. Use scrabble games to reinforce his acquisition of the skill.

Goal #8: Use models of alphabet then thin to dotted model, then no model. Use backward chaining procedure with each model (writing letter z-a).

Goal #9: Use language master, self-tape-recording and math calculations and self-correcting card math games to enable James to correct his errors. Remind James to check his work before passing it in and to stop and think before making verbal responses. Use rewards such as an activity period when James turns in work with 80% or better accuracy the first time assigned. All incorrect work is to be corrected by James.

SECTION VI: MONITORING AND EVALUATION TECHNIQUES

Purpose

The purpose of this activity is to introduce the participant to the purpose and techniques for monitoring and evaluating an IEP.

Overview Objective

Given the teaching strategies specified for Activity Six, participants will select appropriate monitoring and evaluation strategies for four goal statements.

Background Information

As stated in Section One, the IEP is a vehicle for decision-making process concerning the individualized needs of the special student. As with any decision-making process, the efficacy of the programmatic decisions must be evaluated. "Without a strong evaluation component, the individualized educational program would become an empty exercise in planning"(Lilly, 1977, page 26). If service providers do not monitor the student's progress toward meeting each goal, the revision of the IEP will be based on insufficient data, or worse, the IEP will not be revised if participants are not aware of necessary changes.

Data Collection

Team Members should decide upon the types of monitoring and evaluation procedures for each goal recorded on the IEP. Evaluation and monitoring the goals and objectives of the IEP is the responsibility of each service provider and should be coordinated by the liaison.

Direct and Continuous Monitoring. Direct and continuous monitoring techniques and devices accurately describe the student's progress (Van Etten and Van Etten, 1976). This type of measurement is a direct assessment of the student's progress after a given interval. Criterion-referenced and teacher made tests are considered to be direct measures of what the student is learning.

Criterion-Referenced Tests. Criterion referenced tests are often compared to norm-referenced instruments. Norm-referenced tests are considered indirect measures of assessment. In criterion-referenced tests, the individual is evaluated in terms of his/her achievement on specific objectives rather than in relationship to the performance of other individuals. Norm-referenced measures do not possess the level of specificity that criterion-referenced measures do. Moreover, because norm-referenced tests compare an individual to another for the purposes of differential programming, the purpose of the test is to include items that will produce a significant spread in the scores. Test items that do not contribute to score variance are eliminated from the item pool. In this process, many of the concepts or skills necessary for instruction are eliminated from the test. All items for mastery are included in a criterion-referenced test. Because criterion test items are based on clearly defined educational tasks, they are a more direct assessment of the student's progress.

Teacher Made Tests. Teacher made tests should also be based on clearly defined educational tasks. A task and concept analysis is necessary. The teacher must isolate and sequence each subtask to be measured. How the teacher presents the tasks, the wording of the directions, and the student's response requirements all can affect the results. For example, the directions may contain words or concepts that are unfamiliar to the student, or may contain too many units of information for the student to retain the information. Also, the format may be unfamiliar to the student, e.g. addition in columns versus the equation format.

Two types of teacher made tests are diagnostic teaching lessons and probes. A diagnostic teaching lesson is a lesson that teaches and assesses at the same time. A task analysis is conducted and a standard procedure for assessment is chosen. For example, a specific objective serves as a guide for the lesson. The conditions under which the lessons is presented (e.g. visual and auditory modes, one-to-one setting), types of responses of the student and the level of responses (e.g. discrimination, recall, comprehension) can be measured. Also, the type of reinforcement used in the lesson can be recorded.

Measurement of the student's performance on all tasks may be too time consuming for the teacher; therefore, s/he can devise probes of student's behaviors. "The probing process is the practice of taking a relatively brief sample of a pupil's performance on a standard task under conditions" (Haring and Bateman, 1977, page 236). Haring and Bateman describe the basic procedure:

> (1) Selection of a sequence of learning tasks against which the pupil will be assessed; (2) a selection of specific tasks at different levels of performance, or from different performance areas; (3) administering brief probes on several consecutive days to determine where in the sequence the pupil will be placed (p. 236)

With this method, the student's entry point can be determined. For example, on math tasks, the student may succeed on all addition facts, perform inconsistently on subtraction facts, and miss all multiplication facts. Additional probes could be devised to determine what specific processes in subtraction the student can and cannot perform, e.g. can not regroup. The probing procedure can provide the service provider with information concerning the student's baseline or level of performance. A periodic check of the student's change from the baseline can be used as a monitoring procedure of the IEP.

Systematic Observation. Systematic observation of a student's interactions with his/her environment is another means of direct continuous measurement. As with other direct assessment techniques, a task analysis of what is to be observed must be performed. Only observable actions and signs can be included. For example, rather than observing "aggressiveness" in a child, the service provider must define aggressiveness in such observable actions as "hits other children." Observation of the student's behavior under varying conditions and at various times can yield information concerning the student's progress, especially in social interaction skills. A frequency count of the student's behavior or the use of anecdotal records are two means of collecting data on a continual basis. (See Module Two)

Recording Procedures

Service providers should select recording procedures that are easy to use, are appropriate for the data being collected, and that clearly communicate the results (Archer, 1976). Checklists, tally sheets, and coding sheets can be used to record the data. The following is an example of a tally sheet for an observation system:

Name: John Doe
Behavior: Hitting students on the playground
Time: 10:00 - 10:15
Day - 1/4/79

𝍸 𝍸

These recording systems should be as simple as possible. Developing standard sheets that contain behaviors that can be checked off or spaces for filling in information can save the service provider time.

Interpreting Data

To analyze the student's performance over a specified period of time, the service provider can compute the data, e.g., percentages, and use graphs or charts (Archer, 1976). These graphs or charts can be used for summarizing changes in a student's behavior and for quarterly and annual reviews. Also, periodic reviews of the data can enable the service provider to change the student's program whenever needed. For example, monitoring the student's progress in learning to read via the "sight approach" may indicate that the student is not making progress. Therefore, the teacher should revise the strategies and utilize an alternative approach.

In summary, direct and continuous measurement of the student's performance will assure that the student's proposed program is appropriate and will meet his/her special needs. Each service provider should be responsible for designing and implementing monitoring and evaluation strategies that match the teaching strategies, goals and specific objectives.

Procedures

1. Introduce transparency 3.11 (also found in Participant's Manual on p. 59). Presented on the following page.

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3.11

MONITORING AND EVALUATION TECHNIQUES MEASURE:

(1) STUDENT'S PROGRESS TOWARD STUDENT-CENTERED OBJECTIVES AND ANNUAL GOALS

(2) EFFICACY OF TEACHING STRATEGIES AND SERVICE DELIVERY PLAN

STEPS IN MONITORING AND EVALUATION PROCESS

STEP ONE
TEAM DECISIONS ON GOALS, OBJECTIVES, TEACHING METHODS, SERVICE DELIVERY PLANS

STEP TWO
TEAM DECISIONS FOR MONITORING AND EVALUATION STRATEGIES

STEP THREE
EACH SERVICE PROVIDER DESIGNS AND IMPLEMENTS SPECIFIC MONITORING AND EVALUATION STRATEGIES

STEP FOUR
MONITORING AND EVALUATION RESULTS ARE REPORTED IN QUARTERLY AND ANNUAL REVIEWS

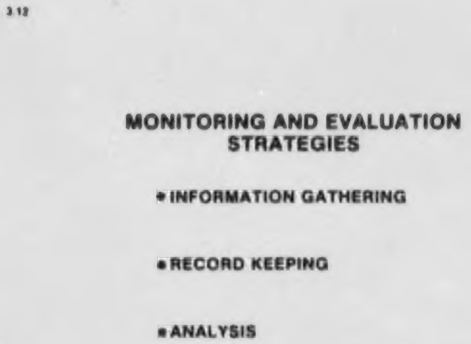
STRESS:

a. Without monitoring and evaluation strategies, (1) the individual program cannot be adequately reviewed, (2) the efficacy of Team decisions cannot be determined, and (3) programmatic changes may not be made.

b. An evaluation of the student's progress toward goals involves an evaluation of the success of specific student centered objectives and teaching strategies. If goals and specific objectives are specifically stated, monitoring and evaluation techniques can be more readily determined.

c. The types of monitoring and evaluation specified in the IEP should be a Team decision and should match the goals, objectives, and teaching strategies. For example, a service provider would not use a paper and pencil test to monitor the student's interactions with his/her peers; instead, a formal or informal observation system may be used. Note that service providers should be responsible for designing and implementing the specific monitoring strategies.

2. Introduce transparency 3.12 (also found in Participant's Manual on p. 60).



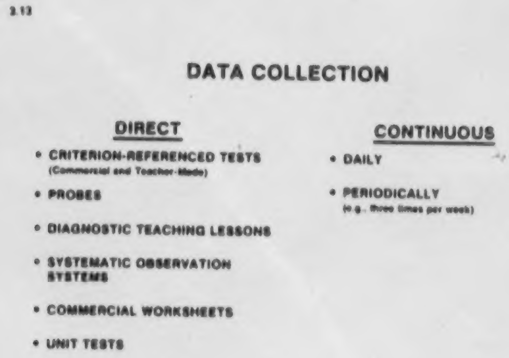
3.12

MONITORING AND EVALUATION
STRATEGIES

- INFORMATION GATHERING
- RECORD KEEPING
- ANALYSIS

Note that there are three steps in monitoring and evaluating the student's progress.

3. Introduce transparency 3.13 (also found in Participant's Manual on p. 61).



3.13

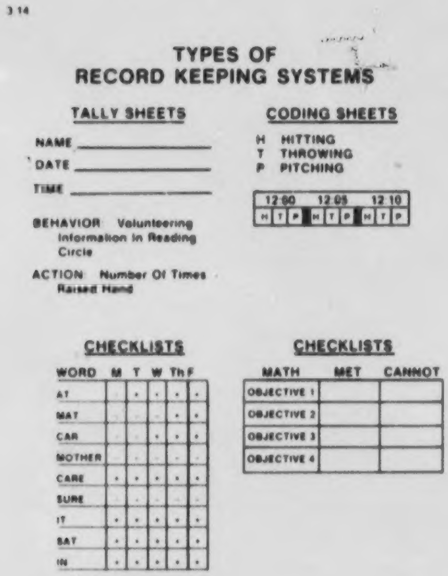
DATA COLLECTION

DIRECT	CONTINUOUS
• CRITERION-REFERENCED TESTS (Commercial and Teacher-Made)	• DAILY
• PROBES	• PERIODICALLY (e.g., three times per week)
• DIAGNOSTIC TEACHING LESSONS	
• SYSTEMATIC OBSERVATION SYSTEMS	
• COMMERCIAL WORKSHEETS	
• UNIT TESTS	

STRESS:

Monitoring strategies are most effective if they are direct and continuous. Direct assessment measures what the student is presently learning as opposed to indirect assessment, that samples skill areas. (e.g. Norm-referenced and group standardized tests). Refer the participants to the article in their manual and the reading lists for direct assessment.

4. Introduce transparency 3.14 (also found in Participant's Manual on p.62).



3.14

TYPES OF RECORD KEEPING SYSTEMS

TALLY SHEETS

NAME __________________

DATE __________________

TIME __________________

BEHAVIOR Volunteering Information In Reading Circle

ACTION Number Of Times Raised Hand

CODING SHEETS

H HITTING
T THROWING
P PITCHING

12:00			12:05			12:10		
H	T	P	H	T	P	H	T	P

CHECKLISTS

WORD	M	T	W	Th	F
AT		•	•	•	•
MAT				•	•
CAR			•	•	•
MOTHER					
CARE	•	•	•	•	•
SURE					
IT	•	•	•	•	•
SAT	•	•	•	•	•
IN	•	•	•	•	•

CHECKLISTS

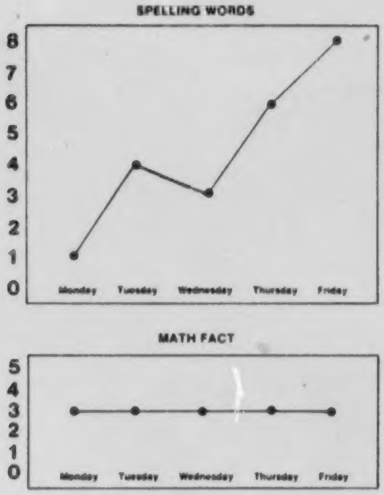
MATH	MET	CANNOT
OBJECTIVE 1		
OBJECTIVE 2		
OBJECTIVE 3		
OBJECTIVE 4		

STRESS:

Record keeping systems should be simple and appropriate for the tasks. For example, a tally sheet could be used to count one behavior observed; however, a coding sheet would be used for more than two or three behaviors to be observed in one setting.

5. Introduce transparency 3.15 (also found in Participant's Manual on p. 63). State that these are examples of presenting information for interpretation.

3.15



STRESS:

An analysis of whether or not the student stays the same, increases, or decreases his/her number of incorrect or correct responses, can determine whether or not a change in strategies is necessary.

ACTIVITY SEVEN: MONITORING AND EVALUATION STRATEGIES

Procedure

Ask participants to turn to page 64 in their manual and complete the activity. Note that they should use the article for information concerning types of direct measurement. This should take approximately 20 minutes to complete. Participants should remain in the same groups.

Debriefing

Ask each recorder to present his/her group's responses.

Stress that monitoring and evaluation strategies are an integral part of the IEP process; these strategies represent an objective method of determining the student's progress toward reaching the goals of the IEP.

Possible Answers

Goal #1: Frequency measurement recording of daily number of behavior occurrence. A graph indicating the number of times James hits another student on a daily basis.

Goal #2. Daily data kept on the number of facts learned by James Pre and post test of addition and subtraction facts.

Goal #3. Daily worksheets, teacher made tests.

Goal #4. Oral reading, teacher made tests.

Goal #5. Oral reading and cloze paragraphs (weekly).

Goal #6. Keep a daily checklist of the number of commands James follows successfully.

Goal #7. Weekly spelling tests, checksheet of learned words and analysis of written expression.

Goal #8. Permanent product of James' weekly handwriting progress.

Goal #9. Miscue analysis
Frequency count of correct responses.

SECTION VII: SPECIFIC STUDENT-CENTERED OBJECTIVES

Purpose

The purpose of this section is to introduce the participants to the components of specific objectives and criteria for judging the completeness of specific objectives.

Overview Objectives

The participant will be able to: 1) judge the adequacy of specific student centered objectives by a specific set of criteria, 2) write specific student centered objectives for each goal presented for a simulated case study.

Background Information

Specific objectives are the behavioral indicators of the expected outcomes of the instruction. These objectives are written in terms of the child's performance. They indicate the task, mode of presentation of the task and the response of the child based on the learning style of the child. Specific objectives are the basis for evaluating the child's progress. They are based on the general goals. Each general goal written for one year is task analyzed. There are multiple sequenced steps within each general goal. The specific objectives are those steps whereby the student's performance can be evaluated at the completion of each quarter. Thus, there are three or four specific objectives written for each general goal. This provides a blue-print for instruction rather than a lesson plan.

The major components of a specific objective are indicated below:

1. Condition - A statement of the circumstances in which the behavior will occur. The condition may include the mode of presentation, materials, the setting, grouping, person and time. Some examples of statements of condition are: "Given basic sight words presented on flash cards...", "when given a pen and paper...", "during lunch period, seated with peers...".

2. The Learner - Specific objectives are stated in terms of the learner's performance, not in terms of teachers, parents, or peers' performance.

3. Behavior - The behavior is exactly what you want the student to do. It is an observable, measurable and repeatable activity. So that the behavior can be measured and changes can be evaluated the behavior needs to be stated in performance terms. The following statements illustrate this requirement:

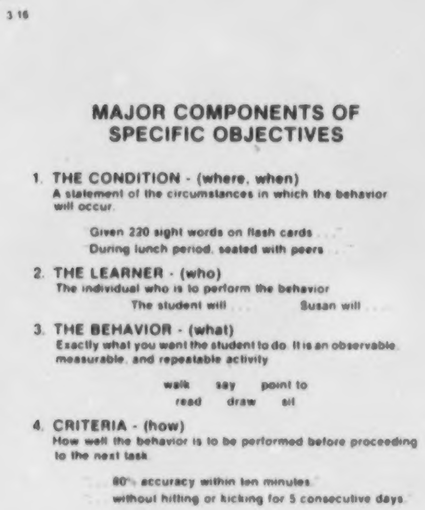
The student:	writes	folds	places on
	walks	says	draws
	underlines	points to	repeats

Descriptive terms like: feels, is able, knows, enjoys and understands are inadequate because they may be defined by different teachers in different manners.

4. Criteria - A statement of how well the behavior is to be performed before proceeding to the next task. The criteria states the expected performance level of the individual. Here are some (acceptable) examples of criteria. "... 80% accuracy within 20 minutes", "...without hitting, kicking for 3 consecutive days", "...so that the words are properly spaced, sized and on the line."

Procedure

1. Introduce transparency 3.16(also found in Participant's Manual on p. 66).



3.16

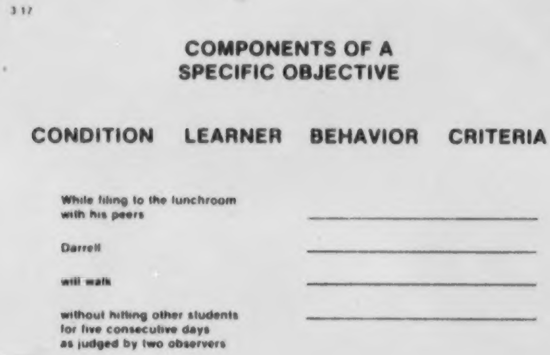
MAJOR COMPONENTS OF SPECIFIC OBJECTIVES

1. THE CONDITION - (where, when)
   A statement of the circumstances in which the behavior will occur.
   "Given 220 sight words on flash cards . . ."
   "During lunch period, seated with peers . . ."
2. THE LEARNER - (who)
   The individual who is to perform the behavior
   The student will . . .   Susan will . . .
3. THE BEHAVIOR - (what)
   Exactly what you want the student to do. It is an observable, measurable, and repeatable activity
   walk   say   point to
   read   draw   sit
4. CRITERIA - (how)
   How well the behavior is to be performed before proceeding to the next task
   ". . . 80% accuracy within ten minutes."
   ". . . without hitting or kicking for 5 consecutive days."

STRESS:

Three to four specific objectives written for each goal, stating terminal behavior for each quarter to be used as a blueprint not a lesson plan.

2. Introduce transparency 3.17(also found in Participant's Manual on p.67).



3.17

COMPONENTS OF A SPECIFIC OBJECTIVE

CONDITION LEARNER BEHAVIOR CRITERIA

While filing to the lunchroom with his peers ____________________

Darrell ____________________

will walk ____________________

without hitting other students for five consecutive days as judged by two observers ____________________

Ask participants to identify parts of an objective, label parts.

3. Put the following objective on newsprint and ask participants what is wrong with the objective.
"The student will understand the meaning of peninsula."

The objective does not have:

1. An observable action,
2. Does not list conditions under which the action should be performed,
3. Does not give a standard of performance.

Include all these points if the participants omit any.

4. Place the following objective on newsprint and ask participants to analyze for completeness:
Steven will be able to recognize word families, i.e. at, am, in with 90% accuracy.

a. The objective does not have observable action (recognize how) and,

b. Does not state the conditions under which the response will be made (not clear how the task will be presented - visually, auditorially).

ACTIVITY EIGHT: COMPONENTS OF A STUDENT-CENTERED OBJECTIVE

Procedure

1. Ask participants to read the directions on page 68 and work in their manuals in groups of two to complete the activity.

Debriefing

Review the worksheet with participants. Ask participants to identify what is wrong with the specific objective and to suggest phrases that would make each statement complete.

The activity should take approximately 20 minutes to complete.

Answers

1. The teacher will present visually ten vowel sounds to the student.

   [✓ 1] [✓ 2] [✓ 3] [✓ 4]

   Example: Given ten vowel sounds on 3 X 5 cards, the student will decode 8 out of 10.

2. The student will be able to add correctly the number 1 through 20.

   [✓ 1] 2 3 4

   Example: Given the numerals 1 through 20 in combinations 1+1, 1+2, 1+3...1+20 on flash cards, the student will add each pair and say the sum with 100% accuracy within 10 seconds of presentation.

3. Given a list of ten vocabulary words, the student will know them with 100% accuracy.

   1 2 [✓ 3] 4

   Example: Given a list of ten vocabulary words, the student will read each one with 100% accuracy.

4. The student will orally respond to the sound of short "a" with 100% accuracy.

   [✓ 1] 2 3 4

   Example: Given the visual presentation of short "a", the student will pronounce the short sound with 100% accuracy.

5. Given visually on cards the word families, am, at, as, the student will respond.

   1 2 [✓ 3] [✓ 4]

   Example: Given visually on cards the word families, am, at, as, the student will correctly orally read each one.

6. Given the words peninsula, shore, and island, the student will understand their meaning with 100% accuracy.

   1 2 [✓ 3] 4

   Example: Given the words peninsula, shore and island, the student will define each term in writing using the definition in the text with 100% accuracy.

7. Given the short sound "a" by dictation, the student will identify the correct vowel.

   1 2 [✓ 3] [✓ 4]

   Example: Given the short "a" by dictation, the student will correctly circle the "a" in the word families at, am, hat.

8. Given ten geometric figures on 5 X 8 cards, the student will know 8 out of 10.

   1 2 [✓ 3] 4

   Example: Given the ten geometric figures on 5 X 8 cards, the student will give the correct names for 8 out of 10.

9. During a 20-minute recess period the student will enjoy playing with other students.

   1 2 [✓ 3] [✓ 4]

   Example: During a 20 minute recess period with her classmates, the student will verbally interact with at least three other students.

10. Given a 30-minute reading class the student will not get into trouble with the teacher.

    1 2 [✓ 3] [✓ 4]

    Example: Given a 30 minute reading class, the student will not talk out without teacher permission more than 1 time.

ACTIVITY NINE: WRITING SPECIFIC OBJECTIVES

Purpose

The purpose of this activity is to give the participants practice in writing specific student centered objectives that are based on general goals.

Procedure

1. Write the following goal statement on the blackboard, newsprint, or transparency.

   John will increase following directions from two commands to five commands.

   State that specific student objectives are based on general goals.

2. Ask participants what behaviors must the student exhibit by the end of the first quarter? Second Quarter? Third Quarter? in order to achieve this goal. Record response until the group reaches consensus.

   STRESS:

   Once the "quarterly behaviors" are specified, the specific objectives can be written by adding the conditions and criteria. These conditions should be based on the student's profile, e.g. you would not specify the condition "Given basic sight words presented on flash cards" for the student who has a visual memory deficit. The criteria is specified by asking, "What should the expected level of performance be at the end of each quarter?"

3. Ask participants to formulate objectives from the "quarterly behaviors". Use the criteria presented in the module as a guide to the accuracy of the objectives.

4. State that the objective should represent a behavior for the quarter. It is not necessary to specify all the intermediary steps. The IEP document represents a blueprint for instruction; it is not a lesson plan. Each service provider is responsible for developing a teaching plan geared at meeting the quarterly objective. This teaching plan is not part of the IEP but should be available for parents on request.

5. Ask participants to turn to page 69 in their manuals and complete the activity. Have them work in the same groups that they did for activities two, four, five, six and seven.

Debriefing

1. Ask each group recorder to present the student centered objectives to the class for review. Use criteria presented on transparency 3.16 to judge the accuracy of the objectives.

2. Allow the participants thirty to forty-five minutes to complete this task.

Possible Answers

1.1 Given teacher-student contract and school rules told by teacher before each class change James will hit another student not more than 10 times during a ten day period while in the playground or classroom.

1.2 Given teacher-student contract and school rules told by teacher 2 times per day, James will hit another student not more than 5 times during a ten day period while in the playground or classroom.

1.3 Given teacher-student contract, James will hit another student not more than 1 time during a ten day period while in the playground or classroom.

2.1 Given addition facts on 3 X 5 flash cards in form a + b = _____ with 20 sum totals, James will say the answer within 3 seconds of presentation with 100% accuracy.

2.2 Given subtraction facts on 3 X 5 flashcards in form a - b = ______ with 20 remainders, James will say the answer within 3 seconds of presentation with 100% accuracy.

2.3 Given teacher made worksheet with 20 2 digit addition equations not requiring regrouping, James will write the sums within 20 minutes with 100% accuracy without using fingers, manipulatives or lines.

2.4 Given teacher-made worksheet with 20 2 digit subtraction equations, James will write the remainder within 20 minutes with 100% accuracy without using fingers, manipulatives or lines.

3.1 Given one syllable word familiar on 3 x 5 cards, containing short vowels, James will read the words with 100% accuracy and first word of each family read by teacher.

3.2 Given picture cards of c-v-c word, James will say the short vowel sound and name the vowel with 100% accuracy.

3.3 Given 20 sets of c-v-c words on paper with same consonants, different vowels, James will circle the words dictated by the teacher with 100% accuracy.

3.4 Given any 20 c-v-c words dictated by the teacher, James will write the words with 100% accuracy.

4.1 Given orally by teacher, 20 - 2 and 3 syllable words, James will write the number of syllables contained in each word with 100% accuracy.

4.2 Given a worksheet with 20 words containing prefixes and suffixes, James will underline the root word with 100% accuracy.

4.3 Given a worksheet with 2 and 3 syllable words containing prefixes and suffixes, James will divide each word into syllables with 100% accuracy.

4.4 Given 2 and 3 syllable words on 3 X 8 flashcards, James will read each word within 3 seconds of presentation with 100% accuracy.

5.1 Given cloze exercises that emphasize the phonetic characteristics of words, James will use phonetic clues to predict the missing words with 90% accuracy.

5.2 Given cloze exercise that emphasizes the graphic cues in words, James will predict the missing words with 90% accuracy.

5.3 Given simple sentences, James will rewrite them in his own words retaining the original meaning of sentences.

5.4 Given oral reading passages, James will decode using graphophonic grammar and meaning strategies with 90% accuracy.

6.1 Given 3 step, sequenced verbal commands from the teacher, James will follow the commands in proper sequence with 100% accuracy.

6.2 Given 4 step, sequenced verbal commands from the teacher, James will follow the commands in proper sequence with 100% accuracy.

6.3 Given 5 step, sequenced verbal commands from the teacher, James will follow the commands in proper sequence with 100% accuracy.

7.1 Given 20 words by dictation containing medial spelling patterns, James will circle the correct spelling from a selection of 4 words with 100% accuracy.

7.2 Given by dictation 50, one and two syllable words containing medial spelling pattern (e.g. eigh, ai, ea, igh, oi), James will write the words with 100% accuracy.

7.3 Given 20 words by dictation containing final spelling patterns, (e.g. ly, tle, ble, tion, ment), James will circle the correct spelling from a selection of 4 words with 100% accuracy.

7.4 Given 50, 2 syllable words by dictation containing final spelling patterns (e.g. ly, tle, ble, tion, ment), James will write the words with 100% accuracy.

8.1 Given model of cursive lower and upper case letters of the alphabet on one inch lines, James will trace over the letters with a pencil such that he does not deviate from the model's lines more than 3 times.

8.2 Given model of cursive lower and upper case letters of the alphabet in dotted lines, James will connect the lines forming completed letters such that all letters are properly formed.

8.3 Given model of cursive lower and upper case letters of the alphabet on one inch lines, James will copy the letters on a separate paper, one inch lines using a pencil such that each letter is properly formed and sized.

9.1 Given independent exercise in addition and subtraction, James will use a pocket calculator to correct his responses such that his response is corrected.

9.2 Given sentences from language experience passages written by James, James will correct own errors 80% of the time.

9.3 Given tape recordings of his oral reading, James will correct his oral reading miscues with 80% accuracy.

SECTION VIII: TYPES OF SERVICE DELIVERY

Purpose

The purpose of this activity is to introduce the participant to the process for selecting the types of special services necessary for meeting the special student's goals.

Overview Objective

Given the goals, objectives, and teaching approaches for the case study presented in Activity Two, the participant will develop the student's special education service delivery plan.

Background Information

The IEP provision for both the federal and Massachusetts special education laws require that any special services necessary to meet the student's goals, objectives, and teaching approaches be specified in the IEP. Planners should describe the necessary services and ensure that these services are comprehensive and coordinated.

Specification of the types of services within a service delivery area requires that the Team and each service provider designate what goals and objectives are to be met by the service. Greer and Torres (1977) list the advantages of such an approach:

> Perhaps this will be a step toward unveiling the 'mystery' behind the 'therapy'. Second, everyone including the parents, school personnel, and the related service people, will have a clearer understanding of what services everyone expects will be provided to the child (p. 22).

Because each service should be based on the student's specific needs, the decisions concerning types of service delivery should not occur until the student's programmatic needs have been established. Without such a practice, the special education system may match special needs students to existing types of services rather than designing services to meet each student's individual needs. On this issue, Abeson and Weintraub (1977) state:

> Schools, parents, and children will be specially aware of everyone's responsibility toward achieving the stated educational goals. With the implementation of an individualized educational program for each handicapped child, children will no longer be grouped or placed on the basis of arbitrary age limits, etiologic labels, or administrative convenience. Rather, they will be provided with individual programs based on their needs (p. 54).

The types of services provided to the student should be comprehensive and coordinated. All the services that are necessary to meet the student's needs should be provided and each service provider should be aware of the activities within each service area in order to avoid duplication of services and to assure that services complement each other. For example, if the student needs speech and language services, these services should complement the language instruction within the student's other programs, e.g. reading instruction. The student should not be receiving services that conflict with each other, e.g., a sight word approach in the regular class and a phonics approach in the resource room. For services to be comprehensive, and coordinated all Team Members should work closely in developing the student's goals and objectives. Gaps in the student's program can be prevented if each program planner is aware of the range of services provided for the student.

Hierarchy or Cascade of Services

With the introduction of Deno's Cascade Model of alternative educational environments (Deno, 1972), and the results of court cases dealing with special need students' right to be educated within regular education environments, as much as possible, many educational systems have established a hierarchy of special educational services. (See Module One). The term "least restrictive alternative" has been used in describing services that educate the student in environments that do not restrict the rights of the student to be within the educational mainstream anymore than necessary. The environments are considered to be more restrictive the further they are removed from regular educational environments. For example, residential settings are considered to be the most restrictive.

In choosing the student's educational environment, the Evaluating Team should "determine a placement setting as close to the regular classroom as possible where the program can be implemented effectively and the child's needs met" (Walker, 1979, p. 158). Of primary concern to service providers is the efficacy of program implementation; therefore, prior to the completion of selection of service delivery systems, each possible setting must be examined to determine if the personnel within that setting possesses the skills, knowledge, and specialized materials to meet the student's needs.

Movement to Less Restrictive Settings

Too often, a special student is placed in a restrictive setting without much consideration by the Team Members as to the criteria for moving the student to a less restrictive setting. Without such exit criteria, the practice of keeping the student in the initial service setting may occur. Moreover, the student's long term goals may be neglected.

Because the decisions to move a student to a less restrictive environment are most often "situationally specific", arbitrary criteria for movement across settings should not be encouraged; however, guidelines for this movement can be established.

Exit criteria can be placed under three categories:

1. Those criteria that focus on changes within the student;
2. Criteria that focus on changes within the less restrictive environment; and
3. Criteria that combines the first two approaches.

If service providers choose the first approach, i.e. change the student, they are in danger of fostering a "catch up-keep up" curricula and moving away from the concept of individualized education for all students. If goals for the student are such that s/he is to meet the entry requirements for a less restrictive environment, his/her individual needs may be ignored, e.g. the regular classroom curricula may become the focus of the IEP rather than the student's individual needs. Such an approach may assume that the next less restrictive environment has a more homogeneous approach to the delivery of education services, i.e. the closer the student gets to the regular educational environment, the more restricted and exclusive are the entry requirements. (Walker, 1978)

If service providers choose the second approach - a change within the environment - educators may have logistical problems delivering services to students whose skills are significantly below those of the group. Less restrictive environments typically require students to be independent learners in most skill areas, therefore, a change in this practice to meet the needs of the special student who is not able to learn independently, would be too demanding for the student.

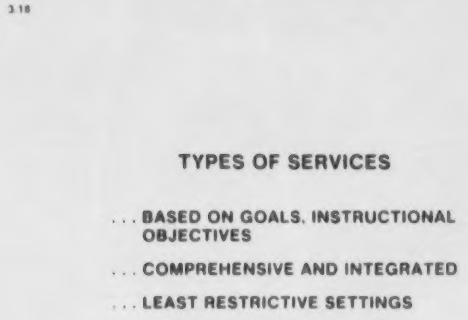
A compromise between both approaches would be criteria that require changes in the student and accommodations within the environment. For example, movement to a less restrictive setting may occur if the student can read as well as the lower 25 percent of the class (Lovitt, 1978), and has independent study skills as compared to other students placed within that type of setting. Criteria for the receiving setting, such as materials on various reading levels, self-instructional techniques and materials, and skill grouping, could also be designated. Goals for the student are those that enable him/her to become an independent learner. This process may involve increasing the student's skill level in such areas as reading or math or facilitating the student's use of compensatory devices, e.g. instructional materials that teach a blind student how to read ink print with an optacon (Weisgerber, 1978). Concurrently, service providers must be prepared to provide learning environments in which the student is able to use his/her compensatory strategies to succeed.

These criteria for movement to the next less restrictive setting should be placed on the IEP so that service providers can implement strategies for developing the student's skills for entry into that setting and to plan with possible future service providers necessary strategies for accomodating that student in his/her new environment. The criterion for movement to a less restrictive environment could specify these goals and the necessary accomodations for the student within the less restrictive setting, e.g. use of compensatory strategies. These accommodations may consider the student's level of performance, learning style, and physical constraints. It is also important to include within the criteria the use of instructional techniques, and management strategies that were successful within the more restrictive setting.

In summary, the types of services a student receives should be based on his/her goals, objectives, and instructional strategies. Furthermore, these services should be comprehensive and coordinated to avoid gaps and overlaps in service delivery. The goal of human service delivery personnel should be to create environments that accommodate the student's needs so that s/he can become an independent learner (Weisgerber, 1978).

Procedures

1. Introduce transparency 3.18 (also found in Participant's Manual on p.70).



3.18

TYPES OF SERVICES

...BASED ON GOALS, INSTRUCTIONAL OBJECTIVES

...COMPREHENSIVE AND INTEGRATED

...LEAST RESTRICTIVE SETTINGS

Use the background information to discuss each point.

STRESS:

a. The type of service should be decided after the development of goals, objectives, and teaching strategies. Without such a strategy, the student may be arbitrarily placed in available services rather than placed in services on the basis of his/her individual needs. Programmatic decisions should dictate placement decisions.

b. A service provider within the type of service delivery system should designate the specific services offered the student. Specific objectives should be noted. Refer them to the IEP document on page 31-34.

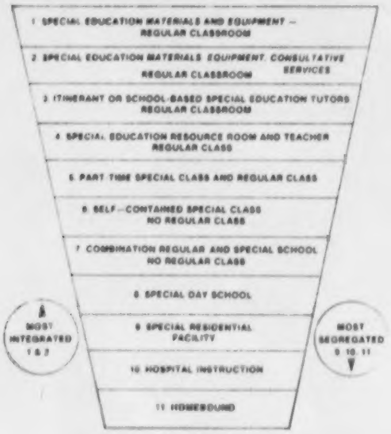
c. All service providers should be aware of all goals and other services for the student in order to ensure coordinated comprehensive services. Note that placing services other than those provided by special education on the IEP document, can facilitate such assurances. Refer them to the additional information section of the IEP document on page 32.

d. Services should be within regular educational environments as much as possible. The least restrictive environment considered to be the regular classroom, the most restrictive the institutional setting, services fall between these two.

2. Introduce transparency 1.13

1.13

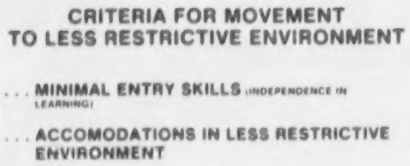
DENO'S CASCADE MODEL OF SPECIAL EDUCATION SERVICES (1972)


1 SPECIAL EDUCATION MATERIALS AND EQUIPMENT — REGULAR CLASSROOM
2 SPECIAL EDUCATION MATERIALS EQUIPMENT, CONSULTATIVE SERVICES REGULAR CLASSROOM
3 ITINERANT OR SCHOOL-BASED SPECIAL EDUCATION TUTORS REGULAR CLASSROOM
4 SPECIAL EDUCATION RESOURCE ROOM AND TEACHER REGULAR CLASS
5 PART TIME SPECIAL CLASS AND REGULAR CLASS
6 SELF—CONTAINED SPECIAL CLASS NO REGULAR CLASS
7 COMBINATION REGULAR AND SPECIAL SCHOOL NO REGULAR CLASS
8 SPECIAL DAY SCHOOL
9 SPECIAL RESIDENTIAL FACILITY
10 HOSPITAL INSTRUCTION
11 HOMEBOUND
MOST INTEGRATED 1 & 2
MOST SEGREGATED 9, 10, 11

NORMALIZATION PLACEMENT PRINCIPLE
MOVE PUPIL DOWN ONLY AS FAR AS NECESSARY
MOVE UP AS SOON AS POSSIBLE

3. Introduce transparency 3.19 (also found in Participant's Manual on p.71).

3.19



CRITERIA FOR MOVEMENT TO LESS RESTRICTIVE ENVIRONMENT

. . . MINIMAL ENTRY SKILLS (INDEPENDENCE IN LEARNING)

. . . ACCOMODATIONS IN LESS RESTRICTIVE ENVIRONMENT

Use the background information to discuss this transparency.

STRESS:

a. The student's goals should focus on preparing him/her to become an independent learner. The more this goal is accomplished, the easier it will be for a student to move to a less restrictive environment.

b. The emphasis should be on changes in the environment as well as the student. Present examples.

  - A blind student is taught to read in a self-contained special setting via special devices. He is able to read and study independently. A less restrictive environment must accommodate for his physical constraint, e.g. use of specialized materials, teaching through other modalities, etc.
  - A student has mastered basic reading and math skills, has an above average listening comprehension for his age. He has been moved to the regular classroom. Because he learns better through an auditory mode, instructions should be presented via the auditory modality.

ACTIVITY TEN: SERVICE DELIVERY

Procedure

Ask participants to work in the same groups to complete the activity on page 72.

Debriefing

1. Ask each group recorder to present his/her group's answers. Because answers may vary, stress that the specific objective for the type of service must be presented as a guide.
2. Summarize by noting that the service delivery section is the last activity in the module because programmatic decisions should be made prior to decisions concerning types of services. Also stress that services within the services should be noted.
3. State that the major components of the IEP are completed for James. State that the student profile, current levels, goals, etc. developed in activities two, four, five, six, seven, nine and ten can be recorded on the IEP found in their manual on pages 31-34.
4. Ask participants to turn to page 1 of the IEP document (found on page 31 in their manual). Note that the student and Team information is important because the student's characteristics, e.g. language and language in the home, are important to program planners. Also, such information as what service providers assisted with the program planning can assist with the coordination of the program by Team Evaluation Leaders. Note that this page should be filled out at the meeting.

STUDENT PROFILE:

Possible Answers

ADDITIONAL INFORMATION:

Inschool counseling once a week
Family counseling once a week

SPECIAL EDUCATION SERVICE DELIVERY: Type of Service	Focus on Objective Numbers	Type of Setting					Location	Personnel	Projected Date Service Begins	Frequency and Duration of Service per Day/Week	Total Hours per Week
		Class	Small Group	Indivi-dual	Regular	Special					
Ind. Reading	3,45		X	X		X	Resource Room	Resource Room Teacher	1/3/79	30"/dy 5dy/wk	2 1/2
Ind. Math	2		X	X		X	Resource Room	Resource Room Teacher	1/3/79	30"/dy 5dy/wk	2 1/2
Ind. Spelling	7		X	X		X	Resource Room	" "	1/3/79	15"/dy 5dy/wk	1 1/4
Handwriting	8			X		X	Resource Room	" "	1/3/79	15"/dy 5dy/wk	1 1/4
Content Area Support	1,9,6	X	X		X		4th grade class	Resource Teacher	1/3/79	60"/dy 5dy/wk	5 hr/wk
										Total hours of special education service delivery per week	12 1/2

CRITERIA for movement to next less restrictive prototype: When James masters addition and subtraction facts, increases his use of graphophonic strategies to 90% accuracy and spells specified words, he may move to a 502.1 prototype. Provisions should be made in the new environment to support and assist the regular class teacher to instruct James according to his prefered learning style (e.g. a generic teacher)

IF OTHER THAN REGULAR, state the annual duration of program ________ days, daily duration of program ________ hours, and transportation plan:

ANSWERS TO CRITERION TEST FOR MODULE THREE

PART ONE-COMPLETION

1. List the components of the Individualized Educational Plan (IEP)
    a. A student profile.
    b. Current levels of performance
    c. General Student Centered Goals
    d. Teaching Strategies and Methodologies
    e. Monitoring and Evaluation Techniques
    f. Specific Student Centered Objectives
    g. Service Delivery Plan
2. The components of the student profile are:
    a. Learning style
    b. Physical constraints
3. How a student manages a task is part of the student's learning style.
4. The current levels of performance state student's entry level and what the student can or cannot do.
5. General Student Centered Goals include:
    a. The area or domain of concern
    b. The direction of the goal
    c. Current levels of performance
6. Monitoring and evaluating strategies should be direct and continuous.

PART TWO: TRUE OR FALSE

1. F "The student will increase his vocabulary" is an appropriate goal statement.
2. F The IEP does not include specific teaching approaches and methodologies.
3. T Administering a group standardized test to assess a student's progress is an example of direct assessment.

4. __T__ The current level of performance should indicate the student's entry level.

5. __T__ How a student processes and retains information is included in the learning style.

6. __F__ The statement "The student reads on a 2.0 grade level" is an appropriate statement for a current level of performance.

7. __T__ The service delivery plan includes the type of setting.

8. __T__ Goal statements should indicate the direction of change.

9. __F__ The service delivery plan should be decided upon prior to development of goals and teaching strategies.

10. __T__ The service plan should be in the least restrictive setting possible.

PART THREE - MATCHING

__d__ 1. Physical constraints
__f__ 2. Entry level
__a__ 3. Small group/large group /one-to-one
__g__ 4. Criterion tests
__b__ 5. Rate of learning
__c__ 6. Subtasks for goal statements
__e__ 7. Multisensory approach

a. Included in service delivery plan
b. Part of learning style
c. Specific Student Centered objectives
d. Part of student profile
e. Teaching methodologies
f. Part of current level of performance
g. Can be included in monitoring and evaluation strategies

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MODULE FOUR

THE INDIVIDUALIZED EDUCATIONAL PLAN: A TEAM APPROACH

TRAINER'S MANUAL

INTRODUCTION TO MODULE FOUR

This module has been designed to introduce the special and regular educator to the decision-making process for the development of an Individualized Educational Plan (IEP). The organizational structure for developing the IEP is the Team approach. In this module, salient features of group decision-making processes are introduced via the use of case materials.

OVERVIEW OBJECTIVES

After completing this module, the participants are able to:

1. Specify information considered necessary for the development of an individualized educational plan;
2. Specify individuals to collect and/or review this information;
3. Evaluate the relevance and bias of the diagnostic information used in developing the IEP;
4. Formulate behaviorally-specific goals responding to the needs of the special needs student while utilizing the resources of the local educational system;
5. Identify the procedures to maximize information sharing and decision-making effectiveness among team participants;
6. Develop an IEP.

PRE-TRAINING ACTIVITY

As trainer, your role is to introduce the participants to the activities, to guide the discussion after each activity, to clarify points illustrated by these activities, and to present criteria for each step of the team decision-making process.

Prior to introducing this module to participants, the trainer should:

1. Examine carefully the contents and background information;
2. Read all the activities to be completed by participants;
3. Assess the entry skills of participants by:
    a. noting how many participants have succesfully completed Modules One, Two and Three, or have successfully completed the criterion tests for Modules One through Three (80%);
    b. administering and scoring the criterion test for Module Four.
    c. counseling potential participants concerning their scores on the criterion test for Module Four. If the participant scores less than 80% on the test, s/he is eligible for participation in Module Four. If the participant scores better than 80%, s/he can take the criterion test for Module Five and/or participate in Module Four if s/he feels that the activities may facilitate new insights or present new skills.
4. Prepare all transparencies and newsprints.

AN OVERVIEW OF THE TRAINING PROCESS

In this module, the participant will be introduced to the decision-making process on developing an IEP by being actively involved via his/her responses to simulate case materials. These materials facilitate the participant's identification, discrimination, and application in developing an IEP. At each stage of the development of the IEP, each participant will actively be engaged in a decision-making process. Answers to the activities are provided in the module.

Entry Skills

1. A knowledge of the salient features of PL 94-142 including:

    a. individualized educational plans (IEP);
    d. due process;
    c. least restrictive alternative.

    This information can be found in Module One of this series.

2. A knowledge of the steps in the pre-referral process as outlined by 766. This information can be found in Module Two of this series.

3. Components of the IEP. This information can be found in Module Three of this series.

Time Required

There are four training sections in this module. It is estimated that it will take nine hours to complete the training. The materials should be presented in three, three hour sessions. The suggested breakdown is indicated below:

Session One	**Training Section**	**Minutes**
Referral	I	80
Break		10
Assessment	II	90
Session Two		
Sharing Information	III	180
Session Three		
Developing an IEP	IV	180

SECTION I: REFERRAL

Purpose

The purpose of this activity is to introduce the concepts of "Referral" as part of the decision-making process by asking participants to: 1) determine major concerns expressed in the referral; 2) develop behaviorally-specific questions to guide assessment; and 3) identify persons who may gather information concerning the problem; 4) list the most appropriate tool to gather information to answer the questions.

Overview Objectives

The participants will be able to: 1) specify information considered necessary for the development of the Individualized Educational Plan; and 2) specify individuals and informational tools for data collection.

Background Information

Referral of a student begins the formal evaluation process as outlined by Chapter 766. The referral should state why the referral is being made and document the attempts to meet the student's needs within the context of the regular education program. The evaluation process should begin with an analysis of the information contained in the referral so that a decision regarding the types of assessment to be conducted can be made.

In this activity, a system of analysis of the referral is proposed, to aid the educator in outlining an individualized assessment program geared to the specific needs of the student. This system guards against giving the student unnecessary tests.

Procedure

1) Prepare an introduction to this activity from the background information.

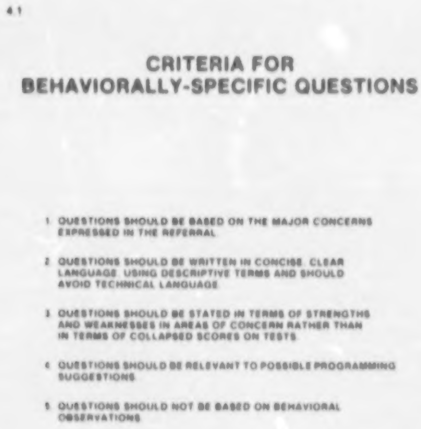
State:

a. Referral of a student for an evaluation begins when all efforts to meet the student's needs in the regular education program are exhausted.

b. The evaluation process should begin with an analysis of the information contained in the referral so that a decision regarding the types of assessments to be conducted can be made.

c. The first step in this decision-making process is to devise behaviorally specific questions based on the major concerns expressed in the referral.

2) Introduce transparency 4.1 (also found in Participant's Manual on p.26).



4.1

CRITERIA FOR BEHAVIORALLY-SPECIFIC QUESTIONS

1. QUESTIONS SHOULD BE BASED ON THE MAJOR CONCERNS EXPRESSED IN THE REFERRAL
2. QUESTIONS SHOULD BE WRITTEN IN CONCISE, CLEAR LANGUAGE, USING DESCRIPTIVE TERMS AND SHOULD AVOID TECHNICAL LANGUAGE
3. QUESTIONS SHOULD BE STATED IN TERMS OF STRENGTHS AND WEAKNESSES IN AREAS OF CONCERN RATHER THAN IN TERMS OF COLLAPSED SCORES ON TESTS
4. QUESTIONS SHOULD BE RELEVANT TO POSSIBLE PROGRAMMING SUGGESTIONS
5. QUESTIONS SHOULD NOT BE BASED ON BEHAVIORAL OBSERVATIONS

Narrate the overhead by using these examples:

a. Questions should be based on the major concerns expressed in the referral.

   Example: What is the student's level of language reception?

   NOT: What is the student's profile on tests to be administered by diagnosticians?

b. Questions should be written in concise, clear language, using descriptive terms and should avoid technical language.

   Example: Are there modes of presentation that contribute to John's distractibility in group settings?

   NOT: Is John's learning environment contributing to his hyperactivity?

c. Questions should be stated in terms of strengths and weaknesses in areas of concern rather than in terms of collapsed scores on tests.

Example: What is John's major strength in the area of receptive language?

NOT: What is John's score on the language test?

d. Questions should be relevant to possible programming suggestions.

Example: What language strengths does John have which can be used in assisting his progress in his school work?

NOT: Are there neurological bases for his language disorders?

e. Questions should be based on behavioral observations.

Example: Under what circumstances does John attend best to materials presented?

NOT: On what tests administered by clinicians did John appear most hyperactive?

ACTIVITY ONE: THE REFERRAL

Procedure

1) Divide participants into groups of four. Have them turn to page 27 in their Participant's Manual and read the instructions.

2) Allow the participants thirty minutes to complete the activity. Have each group select a spokesperson.

Debriefing

1. Give answers to the participants. After each answer, ask the spokesperson of each group if their answers differed. If the answers differ, ask the spokesperson to present the rationale for the answer and allow the participants to respond until a consensus is reached.

2. State that this process will avoid gaps in information and overlap in assessment by clearly defining the assessment procedures and those persons who should be involved.

3. Summarize the activity by presenting transparency 4.2 (also found in Participant's Manual on p. 34, presented on the following page.

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ASSESSMENT SHOULD BE:

... BASED ON THE MAJOR CONCERNS BY THOSE AFFECTED (TEACHERS, PARENT, STUDENTS)

... BEHAVIORALLY SPECIFIC RATHER THAN BASED ON A TYPICAL ASSESSMENT BATTERY ADMINISTERED TO ALL STUDENTS

... UTILIZED FOR THE PURPOSE OF DETERMINING APPROPRIATE PROGRAMS

Possible Answers

1.

AREAS OF MAJOR CONCERN	BY WHOM
(a) John's language disability is interfering with his performance in his subject areas.	English teacher, regular classroom teachers
(b) John's present academic levels are interfering with his performance	Regular classroom teachers English teacher
(c) John's distractibility is interfering with his work.	Regular classroom teachers English teacher
(d) John's fear of being left behind is exacerbating the problem	Parents, John, English teacher
(e) John is having difficulty adjusting to a new environment.	Parents, John, Principal English teacher

2. BEHAVIORALLY-SPECIFIC QUESTIONS

	QUESTIONS	BY WHOM	INFORMATIONAL TOOL
(1)	What is John's level of language reception, including specific strengths and weaknesses?	Speech therapist	PP T, Token Test
		Neuropsychologist	Rey-Ostreitth
(2)	What is John's level of language expression, including strengths and weaknesses?	Speech Therapist	Wepman, Goldman, Fristoe, Woodcock
		Psychologist	WISC-R
		Generic Specialist	Detroit
		Neuropsychologist	Boston Naming, Rapid Aud.
(3)	What are John's academic strengths and weaknesses?	Generic Specialist	WRAT
		Psychologist	PIAT, WISC-R
		Teachers:	Informal Inv. Observation
		Parents:	Observation
(4)	What is John's current status neurologically?	Neuropsychologist	Informal tests Observation, Trail Making
(5)	What is John's social-emotional functioning?	Generic Specialist	Detroit, Observations
		Neuropsychologist	Observations, Trail Making B
		Psychologist	Observations, Bender Gestalt
		Counselor:	Observations
		Parents:	Observations
		Teachers:	Observations
(6)	What factors in the large group settings are contributing to John's distractibility?	Neuropsychologist	Trail Making, A+, B Observations Informal Assessment
		Generic Specialist	Observation
		Psychologist:	Observation
		Teachers:	Observation
(7)	Are there home factors that may assist in understanding John's strengths?	Parents:	Observation
		Guidance Counselor:	Observation
		Generic Specialist	Observations

SECTION II: ASSESSMENT

Purpose

The purpose of this section is to demonstrate to the participants that the nature of assessment data can affect programming decisions for special needs students.

Overview Objective

The participant will be able to evaluate the relevance and bias of the diagnostic information used in developing the Individualized Educational Plan.

Background Information

Goldbaum and Rucker (1977) have demonstrated that the nature of assessment data can affect the programming decisions for special needs students. Through the use of case studies, child study Team Members were asked to make placement and programming decisions for special needs students. The results from this study were:

> a) Child Study Team Members place handicapped children in more segregated settings utilizing normative rather than criterion referenced data: b) clinically trained Team Members place handicapped children in more segregated settings than educationally trained members; c) educators have more confidence in criterion referenced data and feel it is more useful for making recommendations to teachers; and d) clinicians have more confidence in normative referenced data and feel it is more useful in making recommendations to teachers. (p. 70)

This bias in terms of assessment data has far-reaching implications for the Team decision-making process. Participants may perceive information in terms of their own experiences without assessing the needs of the student. For example, if an evaluator uses only normative standardized data, s/he will be more likely to "see" only the data reported on these tests. Norm-referenced assessment is usually conducted outside the student's environment and is often divorced from the student's total life experiences. Unless the total environment of the student is assessed, information will be incomplete and biased. One solution to this problem is to collect data from multiple sources (home, school, peer groups, perceptions by student) and to use various means for this data collection (norm-referenced and criterion-referenced tests, rating scales, interviews, formal and informal observations, checklists, etc.).

BIAS IN INFORMATION

Recently, much has been written concerning the bias of our information for decision-making process (Mercer & Ysseldyke, 1977; Ysseldyke, 1978; and Mosley, 1977). Standardized instruments have been cited as unfair to minority group students because the reference groups upon which the tests were standardized are not similar to the background experiences and opportunities of minority students (Ysseldyke, 1978 and Mosley, 1977). If standardized instruments are used to assess students who have not been part of the reference group, examiners must evaluate the appropriateness and relevance of the data. Such procedures as examining the technical adequacy of the tests (including descriptions of the norming population) and the item content in relationship to the student's experiences, English language, patterns, dialects, and vocabulary of his/her cultural group must be considered.

BIAS IN INFORMATION GATHERING

Several investigators have noted biases in the gathering of information per se (e.g. Mosley, 1977; Ysseldyke, 1978). Ysseldyke states:

> I have noted that evidence is mounting to support the contention that naturally-occurring pupil characteristics affect the assessment decisions made for and about children. I firmly believe that naturally-occurring pupil characteristics such as race, sex, physical attractiveness, socioeconomic status, and parental power have a tremendous effect on who is referred, the settings to which the pupils have been assigned, and the particular kinds of instructional programs they receive. Educators must, individually and collectively, examine the extent to which the decisions they make are, in fact, biased decisions.

Mosley (1977) in reviewing the literature on bias in testing, notes that "it is believed that white examiners tend to have a negative effect on test scores of minority examinees".

In examining information presented for Team decision-making, the Team must be informed of the procedures of assessment as well as the results. The limitations of the testing, the environment in which tests are administered, the examiner's sensitivity to culturally-related differences in the language of the student, the administration of the test in the student's own language and so forth are types of information that should be considered by members of the Team.

FORMAT OF INFORMATION

Most of us in special education are familiar with "diagnostic report" formats. We, as specially trained individuals, have been steeped in the terminologies of our respective professions. Often, we use these terms indiscriminately in our diagnostic reports. This practice may result in confusion for parents and other professionals who attempt to understand and utilize the contents of our report. Furthermore, written and oral reports are presented without addressing the reasons why particular procedures and tests were administered. Results are presented in the order of tests administered rather than presenting the steps used to gather data in order to investigate the major concerns or hypothesis of those requesting the information. If information is to be used by all members of the Team, it should be presented in a clear, concise format that follows some rationale. If technical terms must be used, the diagnostician or programmer should define these terms for the Team.

TYPES OF INFORMATION

Important to the presentation of information is the recognition by the diagnostician that some of his/her statements will be informational while others will be inferential or judgmental (Moran, 1976).

Informational statements are based on behavior that has been quantified, e.g., a full scale I.Q. of 105. Most informational statements will be based on information gathered from norm and criterion referenced test data.

Inferential statements are statements based on the "unknown on the bases of the known". (Moran, 1976, p. 9) For example, such statements "auditory processing deficits are the cause of John's difficulty in reading" are based on inference rather than known information. These types of statements occur frequently in diagnostic reports. Although inferential statements are a legitimate form of communication, participants must be aware of the limitations of such statements and not confuse them with informational statements.

Judgmental statements are statements based on a "decision about what action should be taken" (p. 10). In diagnostic reports, judgmental statements are represented in the recommendations. Moran describes the limitations of such statements:

> Judgements are based upon inferences which are in turn based upon information; therefore, judgements are twice removed from fact and error is subject to compounding effect. Any judgement can be only as sound as the inferences and information on which it is based. (p. 10)

Team Members must be aware that information presented to the group may be based upon the perceptions, background, and experiences of the presenters. All information should be considered carefully as to its relevance to the immediate need of the student.

In summary, to ensure fairness in the decision-making process, the Team participants must consider the completeness of the information presented, the processes for gathering information, the content, the biases, and the format for presenting this information. Information that reflects the total life experiences of the student may insure that the student's needs will be adequately met by the public or private educational facility.

Procedure

1) State that the following transparency presentation and the activity that follows demonstrate how the nature of assessment information can affect programming decisions for special needs students. To ensure fairness in the decision-making process, the Team Members must consider:

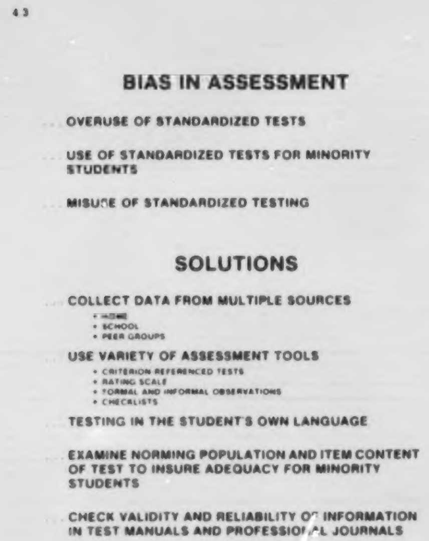
    a. bias in assessment

    b. bias in information gathering

    c. format of information

    d. types of information

2) Introduce transparency 4.3 (also found in the Participant's Manual on p . 35), presented on the following page.



4.3

BIAS IN ASSESSMENT

... OVERUSE OF STANDARDIZED TESTS

... USE OF STANDARDIZED TESTS FOR MINORITY STUDENTS

... MISUSE OF STANDARDIZED TESTING

SOLUTIONS

... COLLECT DATA FROM MULTIPLE SOURCES
  - HOME
  - SCHOOL
  - PEER GROUPS

... USE VARIETY OF ASSESSMENT TOOLS
  - CRITERION REFERENCED TESTS
  - RATING SCALE
  - FORMAL AND INFORMAL OBSERVATIONS
  - CHECKLISTS

... TESTING IN THE STUDENT'S OWN LANGUAGE

... EXAMINE NORMING POPULATION AND ITEM CONTENT OF TEST TO INSURE ADEQUACY FOR MINORITY STUDENTS

... CHECK VALIDITY AND RELIABILITY OF INFORMATION IN TEST MANUALS AND PROFESSIONAL JOURNALS

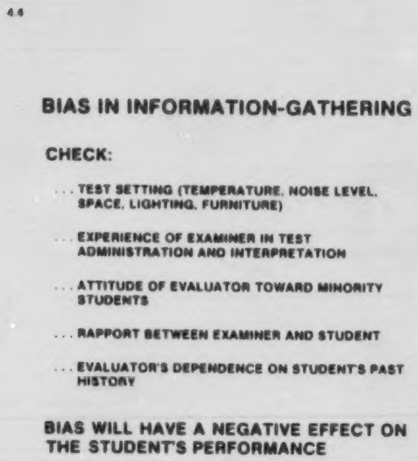
Read background information and prepare a statement to discuss each point.

STRESS:

a. In order to ensure objectivity in the decision-making process, the Team must be aware of the biases that can occur during the "information gathering phase".

b. The reading in the beginning of the Participant's Manual details the biases that can occur in assessment.

3) Introduce transparency 4.4 (also found in Participant's Manual on p. 36), presented on the following page.



4.4

BIAS IN INFORMATION-GATHERING

CHECK:

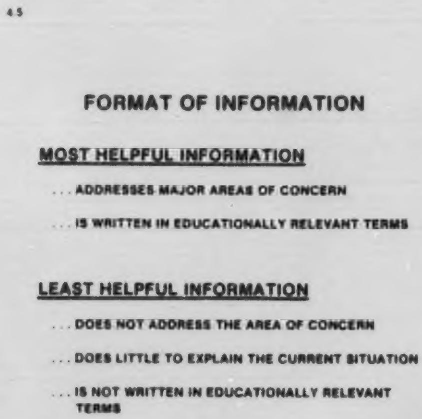
- ... TEST SETTING (TEMPERATURE, NOISE LEVEL, SPACE, LIGHTING, FURNITURE)
- ... EXPERIENCE OF EXAMINER IN TEST ADMINISTRATION AND INTERPRETATION
- ... ATTITUDE OF EVALUATOR TOWARD MINORITY STUDENTS
- ... RAPPORT BETWEEN EXAMINER AND STUDENT
- ... EVALUATOR'S DEPENDENCE ON STUDENT'S PAST HISTORY

BIAS WILL HAVE A NEGATIVE EFFECT ON THE STUDENT'S PERFORMANCE

STRESS:

These factors tend to have a negative effect on the student's negative performance and may cause the student's test scores to be depressed.

4. Introduce transparency 4.5 (also found in Participant's Manual on p. 37).



4.5

FORMAT OF INFORMATION

MOST HELPFUL INFORMATION

- ... ADDRESSES MAJOR AREAS OF CONCERN
- ... IS WRITTEN IN EDUCATIONALLY RELEVANT TERMS

LEAST HELPFUL INFORMATION

- ... DOES NOT ADDRESS THE AREA OF CONCERN
- ... DOES LITTLE TO EXPLAIN THE CURRENT SITUATION
- ... IS NOT WRITTEN IN EDUCATIONALLY RELEVANT TERMS

STRESS:

a. Diagnostic reports should be written in educationally relevant terms. The report should address the major areas of concern.

b. Information should not be presented in language that's difficult to understand (jargon).

c. Parents and teachers have a great deal to contribute, however, they usually don't understand the jargon, therefore, they cannot respond appropriately.

d. Jargon and extraneous information tend to "cloud" the real issues and make it difficult for the Team to evaluate the student's strengths and weaknesses.

5. Introduce transparency 4.6 (also found in Participant's Manual on p. 38).

JUDGING DIAGNOSTIC STATEMENTS*

INFORMATIONAL STATEMENTS

BASED ON BEHAVIOR THAT HAS BEEN QUANTIFIED, e.g. A FULL SCALE I.Q. OF 105.

INFERENTIAL STATEMENTS

BASED ON THE "UNKNOWN ON THE BASIS OF THE KNOWN." FOR EXAMPLE, SUCH STATEMENTS AS "AUDITORY PROCESSING DEFICITS ARE THE CAUSE OF JOHN'S DIFFICULTY IN READING" ARE BASED ON INFERENCE RATHER THAN KNOWN INFORMATION.

JUDGEMENTAL STATEMENTS

A STATEMENT WHICH IS A "DECISION ABOUT WHAT ACTION SHOULD BE TAKEN". IN DIAGNOSTIC REPORTS, JUDGEMENTAL STATEMENTS ARE OFTEN PRESENTED AS RECOMMENDATIONS.

*From Mary Ross Moran, "The Teacher's Role in Referral for Testing and Interpretation of Reports," **Focus on Exceptional Children**, November 1976

STRESS:

a. Information in diagnostic reports will reflect these statements.

b. Team Members must be aware of the limitations of these statements.

c. There is nothing wrong with inferential and judgmental statements as long as diagnosticians acknowledge the type of statement that is being made.

6. Introduce transparency 4.7 (also found in Participant's Manual on p. 39)

4.7

CHECKLIST FOR ASSESSMENT INFORMATION

DOES THE INFORMATION INCLUDE:	YES	NO
• HEALTH STATUS	___	___
• PREVIOUS INTERVENTION RESULTS	___	___
• COGNITIVE STRENGTHS AND WEAKNESSES	___	___
• MOTOR SKILLS PERFORMANCE	___	___
• SOCIAL AND EMOTIONAL STRENGTHS AND WEAKNESSES	___	___
• OBSERVATION OF ENVIRONMENTAL INTERACTIONS	___	___
• STUDENT'S SELF-ASSESSMENT	___	___
DOES THE ASSESSMENT COME FROM:		
• MULTIPLE SOURCES	___	___
IS DIAGNOSTIC INFORMATION:		
• PRESENTED IN BEHAVIORALLY SPECIFIC TERMS	___	___
• EDUCATIONALLY RELEVANT	___	___
• BASED ON MAJOR AREAS OF CONCERN	___	___
• BASED ON FACTUAL INFORMATION	___	___
CAN TEAM MEMBERS DIFFERENTIATE BETWEEN:		
• FACTUAL, INFERENTIAL AND JUDGEMENTAL STATEMENTS	___	___

STRESS:

This checklist should be used as a guide to assessment.

ACTIVITY TWO: ASSESSMENT

Procedure

1. Divide the participants into groups of five.

2. Ask each group to select a group recorder. Provide newsprint for each group to record their answer.

3. Ask the participants to turn to page 40 in their Participant's Manual and read the instructions.

4. Allow thirty to forty-five minutes for the participant's to complete the activity. Ask each group recorder to present the group's answers. Note the similarities and differences. Use possible answers as a guide.

Debriefing

1. Stress that all information presented at Team Meetings should be considered in light of its limitations (bias in content, testing in isolation, bias of examiner) and its tentativeness.

2. Members of the Evaluation Team should regard statements as informational, inferential and judgmental rather than assuming that all information is based on facts.

Possible Answers

1. What information do you find helpful in defining Jose's problems?

   a. Jose's primary language is not English.
   b. Jose has difficulty with the English language.
   c. Jose seems to have a discipline problem in class, but not outside class.
   d. Jose seems to have difficulty with writing tasks.

   Least Helpful?

   a. Test scores with no explanation or tie in to academic needs.
   b. Inappropriate test-culturally biased.
   c. What relevance does the diagnosis have to the school situation?
   d. Mention of Jose's difficulty with visual-motor task without documentation (e.g. frequency, duration, etc.)

2. List the gaps in the assessment information.

   a. There is no information about in-class performance.
   b. There is no information about strengths and definite weaknesses.
   c. There is no behavioral observation included.
   d. There is no information on learning styles.
   e. There is no information on past educational performance or problems.
   f. There is no information on Jose's behavior during testing.

3. List the informational tools you would have used, e.g. formal tests, interviews, etc.

   a. Observation
   b. Informal assessment
   c. Interviews
   d. Review of records

4. List the biases you found in the diagnostic report.

   a. Test stressed language with no consideration of Spanish.
   b. Jose's behavior interpreted in light of brother's behavior.
   c. Inappropriate tests
   d. Poor rapport between examiner and Jose.

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5. From the diagnostic reports, identify an example of one statement for each of the following categories.

   a. Informational: Jose has repeated two grades; "Jose is repeating seventh grade this year"; During the WISC-R vocabulary test, he repeated every stimulus word in Spanish.

   b. Inferential: "With an I.Q. of 81, Jose has definite limited abilities in academic areas. These low scores are typical of a slow learner."

   c. Judgmental: "From these tests, it is obvious that Jose is working in regular classes under a real disadvantage"; "He needs a structured classroom to prevent him from ending up as his brother did last year."

6. Using the information on Testing found on pages 52-55 as a guideline, list instances of invalid or inappropriate information obtained from the evaluation.

   a. Averaging two specific I.Q.'s to give a global score.
   b. Using WISC-R and ITPA subtest in isolation.
   c. Testing around primary language rather than through it.
   d. Using only formal tests to make educational decisions.
   e. Using a battery of tests that do not directly relate to reason for evaluation.
   f. Educator gave inappropriate tests, invalidated scores to gain average I.Q. and then interpreted all other data in light of diagnosis of developmentally "slow" learner.

Summarize this section by stressing the importance of information in influencing decisions. Bias in assessment, limited data-gathering, inferential and judgmental statements all can influence Team decisions. Diagnosticians should state rationale for administering certain tests. Stress the importance of all participants being aware of the data-gathering process. One of the most salient points in this discussion and the exercises is that all information should be considered tentative.

SECTION III: SHARING INFORMATION

Purpose

The purpose of this section is twofold: 1) to acquaint participants with the dynamics of group interaction; and 2) to engage participants in the decision-making tasks of determining present levels of performance, general goals and a service delivery plan for a student with special needs.

Overview Objectives

The participant will be able to identify procedures that maximize information sharing and decision-making effectiveness among all Team Members.

Background Information

The gathering of complete, appropriate information may lose its significance if a process is not established for effectively sharing the information. Members of the Team, especially the Team Leader, must attend to the dynamics of the group process in order to ensure that appropriate decisions concerning the student's needs are made. A discussion of the components affecting group process and some of the results of these dynamics in the programming for special needs students follows.

GROUP PROCESS

Typically, group dynamics refers to the "study of individuals interacting in small groups" (Luft, 1963). The dynamics of a group is the description of the complex interactions that are interdependent and common to a particular setting or task (Luft, 1963). There are many reasons why individuals form groups; for example, individuals who have a common concern about an issue or problem may form a group to develop solutions, e.g. feminist groups, anti-abortion groups, etc. Groups may be formed to assemble individuals with various capabilities to investigate a problem and to propose solutions to those who have the power to implement these solutions (Phillips & Erickson, 1970). Other reasons for the formulation of groups may be developing policies on public issues, or dealing with problems as they arise (e.g. long-standing committees), or for preparing an implementation plan for designating policies

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(Phillips & Erickson, 1970).

The Evaluation Team formed to develop an IEP for the special needs student, probably represents the second reason cited-i.e., a group of people with various professional capabilities who meet to investigate a problem and propose solutions to possible implementers, e.g. the teacher and the parent. This Team engages in group problem solving to determine the needs of the student and the possible programs for meeting these needs. The success of this group problem-solving process may depend upon such factors as effective verbal and non-verbal communication among members, as well as the effectiveness of the Team Leader in establishing clear goals, facilitating conflict resolution, and summarizing the interactions of the group.

VERBAL AND NON-VERBAL COMMUNICATION

How a group communicates its information, perceptions, goals, needs, and desires, verbally and non-verbally, can affect the decision-making process. Also, how the Team Leader facilitates such communication may affect the success of the completion of tasks by the group.

GOAL CLARIFICATION

When a Team is formed to discuss the needs of the student, one of the most important aspects is the clarification of goals. On this topic, Luft has written:

> If goals are shared, there is a greater likelihood for cooperative effort; when the group goal is not shared by members, morale and productivity may suffer. Consequently, when the goal is decided upon by group discussion and participation, there is greater likelihood of full member involvement (p. 20).

According to Fenton, et al (1978), goal clarity has operational implications for the Evaluation Team Meeting. If the Team fails to recognize assigned goals, they are not likely to attend to the activities needed to make appropriate placement decisions for the student. Furthermore, a lack of goal clarification may hinder the group efficiency in the decision-making process. Incongruent perceptions of goals may result in time spent on tangential matters, "nit picking", and so forth.

In their study of the perceptions of goals and placement teams, Fenton et al., found that not all Team Members have an accurate idea about the scope of the Evaluation Teams' responsibilities" (p. 8) and that the role of the Team Member affected the perceptions of his/her duties as a Team Member.

They suggest steps to assure that Team Members engage in goal clarification. For example, at the beginning of the meeting, the Team Leader with the input of every participant, can develop an agenda to guide the discussions among the participants. Goals for the meeting should be clear to all participants. The Team Leader may need to restate concerns in order to ascertain that all participants have a clearer understanding of the tasks and responsibilities of the group and of each individual. Also, the Team Leader can summarize the results of decisions made by the group and assume the responsibility for having the Team's decisions concerning its duties and activities recorded by tape or by rotating Team recorders.

VERBAL AND NON-VERBAL INTERACTIONS SKILLS

Some professionals may have difficulty in small group interactions because they do not recognize the difference between speaking to a group of individuals who are required to listen and a group of individuals who "are entitled to talk back whenever they choose" (Phillips & Erickson, 1970). Diagnosticians who read their entire diagnostic report before the group rather than summarizing major concerns and directing their comments to specific individuals are treating the Team Members as an audience rather than as partners in the decision-making process.

Verbal interaction that facilitates an interchange of ideas and concerns requires special attention by all Team Members, especially the Team Leader.

One of the most important aspects of verbal interaction is that of active listening. Active listening takes time and attention by all involved. Luft lists some specific questions for consideration by the listener:

> Do I understand literally what the other person is saying? To whom is the comment addressed? What is the speaker's frame of mind? What are the feelings he wishes to convey? Do I understand what he wants to get across? Do I understand the feelings and ideas he is actually expressing, whether or not he is aware of these? Can I respond to what the speaker is intending to express? Am I aware of the context in which the comment is made? Am I aware of particular difficulties in my comprehension of certain individuals or of communication under certain circumstances? (pp. 26-27)

An important component of active listening for the group is the continual checking with each member to insure that all in the group understand what is being communicated. If the Team Leader restates, paraphrases, and requests Team Members to do the same, clarification of communication should be enhanced. This is especially important if Team Members are using terminologies that other members may not comprehend. The Team Leader must continually be aware of junctures in the discussion where it is necessary to clarify information.

Non-verbal communication is important to the process of active listening. The active listener may indicate by his/her gestures that s/he is listening, e.g. by leaning forward, nodding his/her head, making eye contact, etc. Body cues can indicate subtle responses of individuals. Such gestures as looking down or away, rustling through papers, and watching one's watch can indicate to the speaker that the individual exhibiting such cues is not actively listening. Other cues such as frowning or smirking indicate to the speaker that the listener is not pleased with the speaker's comments. Active listening can facilitate the speaker's ability to identify and clarify his/her problems, perceptions, beliefs, and values (Roth, 1975).

Other verbal interactional skills used by Team Members, especially the Team Leader are probing, summarizing, and resolving conflicts, and redirecting the discussion. Often some Team Members are reluctant to share information, perhaps due to a lack of confidence. Also, some members do not realize that other Team Members may need a thorough explanation of information presented; for example, explaining to the parent what a Language Master is. In such cases, the Team Leader may need to ask probing questions in order to elicit further information from that speaker. These questions, for the most part, should be open-ended ones rather than those that require a yes-no answer. "Yes-No" questions tend to stifle conversation (Possien, 1969).

As topics are discussed and issues are resolved, the Team Leader should summarize the salient features of the discussion. Asking the recorder to write these points on newsprint will help the group in monitoring decisions made and in keeping on tasks, as well as in seeing the results of its efforts. A permanent record of these summaries should be kept by the Team Leader.

The Team Leader may need to redirect the discussion, especially if one point is belabored rather than presented clearly and concisely. Group members may have a tendency to wander off tasks and discuss tangential issues. Each member may have his/her own "bone to pick", and the Team Leader must assume the responsibility of keeping the discussion flowing and directed toward the tasks outlined by the group at the beginning of the meeting. The group may have decided approximately how long each topic will be discussed, and the Team Leader may need to remind the group of its time committments.

Within any group, it is probable that conflict over some issues may arise. The Team Leader should anticipate these conflicts and decide what means s/he will use to resolve them. Ideally, the resolution of conflict should be the "integrating of opposing ideas toward solutions" (Luft, 1964, p. 21). If the Team Leader is concerned about the feelings of all individuals and the right of all individuals to express their feelings, the resolutions of conflict will be more readily accomplished. The Team Leader should assist each participant in clarifying the specific points of disagreement and in seeing possible points upon which those in disagreement may agree. Perhaps, those involved in the conflict may need to search for new solutions agreeable to all members.

ASSERTIVENESS IN VERBAL INTERACTIONS

While a Team Leader may attempt to ensure that every participant has the opportunity to express his/her own feelings, in a group meeting, each participant must ultimately assume the responsibility for his/her own behavior. An individual cannot blame others for his/her reluctance to participate and express his/her thoughts.

Assertiveness in expressing individual opinions is currently a topic for investigation. Many interest groups and organizations are now training their members to be more assertive. One of the popular references on assertiveness training is by Smith (1975). He presents several basic rights of individuals to be considered by those who desire to be more assertive. Several of these rights can be applied to the Evaluation Team process. These rights are summarized here:

(1) "You have the right to disagree, negotiate and/or compromise". This right is often violated by relationships that are based on positions of authority. In many instances, among the professionals in mental health, certain individuals assume some authority or power based upon "their knowledge", "expertise", and "training". This assumed power places all those around them in a position of helplessness. These "defined roles and organization" imposed upon individuals regulate the actions of all involved. For example, the school psychologist and/or any diagnostician may be viewed by the school system as being in a position of power (e.g. given the right to administer value-laden instruments and make judgments about individual's behavior), with the parent or the teacher receiving information and judgments. While due process affords the right to appeal decisions by those in power, the dynamics of interactions among these individuals (professionals and laypersons) are still affected.

However, according to Smith, if people feel helpless or manipulated by authority, they have only themselves to blame. It is the responsibility of the individual to assert his/her opinions and feelings in group situations. If s/he does not, s/he cannot blame "those in authority". Therefore, a parent or a teacher should not leave an Evaluation Team Meeting feeling dissatisfied because s/he was not afforded the opportunity to participate. Rather, s/he must be more assertive, especially if s/he has crucial information to offer concerning the student's needs.

Smith states that relationships can exist between equals if "there is no initial structure imposed upon either person's behavior beforehand". He describes this relationship:

> All structure of this type of interaction is evolved as the relationship progresses through compromises that work. These mutually agreed-upon compromises (structure) are practical ones; they allow the business of the relationship to be carried on without daily negotiation of who does what and when (p. 36).

Ideally, this type of relationship should occur in Evaluation Team Meetings.

(2) "You have the right to change your mind" (Smith, p. 53). In an era of legal accountability, this right may be rejected by professionals. Too often, we develop programs that are permanent solutions from the start. We have no way of knowing whether or not something will work until we try it. Evaluation Teams should consider solutions as tentative and develop means for changing strategies when necessary.

(3) "You have the right to make mistakes and be responsible for them." (Smith, p. 54). There is nothing wrong with an error; we all make them. Errors of judgment are quite common in the area of assessment and programming for special needs individuals. An Evaluation Team should realize that all assessment information is tentative; diagnosticians should acknowledge this fact if implementation strategies reveal information that contradicts initial assessment. Assessment is a continual and on-going process--not a one-shot occurrence.

(4) You have the right to say 'I don't know' (Smith, p. 57). We as professionals, can't know everything about a student's behavior; furthermore, we shouldn't be expected to know all. Learning is a very complex phenomenon. Often we must experiment with strategies in order to determine the appropriate ones. A monitoring and evaluation plan assists us in obtaining feedback concerning our decisions.

(5) You have the right to dislike others . Professionals and parents don't necessarily have to like each other to work together. A professional offers equal services to all regardless of his/her preferences.

(6) "You have the right to say 'I don't understand'" (Smith, p. 61). Often we are intimidated by experts and technical language. In order to be well informed about a student's needs, parents, teachers, and other professionals must be willing to admit that they do not understand all the technical terms used by various fields. Also, we cannot always understand a problem by "testing it". Often we must explain to the student, the parent, or the teacher that we don't understand exactly what is happening in a particular situation. This admission may enable them to assist in solving the problem.

TECHNIQUES FOR ASSERTIVENESS

Smith lists several techniques for becoming more assertive. Briefly, these are:

(1) Be persistent. Smith states:

> One of the most important aspects of being verbally assertive is to be persistent and to keep saying what you want over and over again without getting angry, irritated, or loud. (p. 74).

(2) Be willing to compromise. If you feel your self-respect questioned, you may be able to offer a workable compromise (p. 84). The individual is not always going to achieve his/her goal, especially if many are involved in the decision-making process. Compromises that work for all individuals are better than disagreements.

(3) Cope with criticism by admitting to some of your mistakes. There may be some truth in the others' criticism. Be open to dealing with these truths. Also, realize that criticisms of you may be based on the other individuals' biases. Try to separate these biases from your own perceptions of your behavior.

In summary, one of the most salient features of assertiveness is that ultimately we are all responsible for our own behavior. A team of individuals cannot blame others for their inability to express their opinions and to share important information. Each member must accept the responsibility for achieving maximum participation in the group's decision-making process. Verbal and non-verbal communication in group decision-making is an important component of the Team process. Team Leaders should take an active part in seeing that all Team Members participate in group discussions, that goals are clarified from the outset, and that decisions made by the group are clear to all Team Members.

STRUCTURES AND ROLES IN THE GROUP PROCESS[2]

STRUCTURE

Group decision-making can be affected by the structure of the group i.e., the participants selected to be involved as Team Members may influence the input upon which the group bases its decisions. The boundaries of the interrelated systems represented at the meeting are defined by the individuals present. For example, if an administrator is at the meeting, a Team may have more access to information concerning LEA resources than a Team that does not have an administrative representative.

Such participants as a LEA representative, a member of the Evaluation Team, a regular classroom teacher, a special class teacher, the parents, and the student (when appropriate) provides input which affect decision-making. One critical assumption concerning the appropriateness of the decision made by the Team is that the Team has access to information concerning both the needs of the student and the resources of the school system available to meet these needs. If one of these components is missing, the Team will not have adequate information upon which to base it's decision.

Typically, it is the LEA representative's responsibility to provide information about present or possible alternate delivery systems on the local, regional, and state level. The success of the decision-making process will depend, in part, upon the capability of the interrelated systems (diagnostic services, special and regular education program alternatives, community agencies, and so forth) to develop or coordinate resources to meet the needs of the special needs individual. The LEA representative can play an important role in this process. This individual should have an awareness or an access to the internal and external resources of the system which should extend beyond the LEA and into the community. For example, in a community special education model (Apter, 1977; Wirtz & Seay, 1975), the emphasis is on comprehensive coordinated services as defined by that community.

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[2] Segments of this discussion appear in Gillespie, P.H., A Planned Change Approach to the Implementation of the IEP Provision of PL 94-142 Department of Health, Education, and Welfare, Bureau of Education for the Handicapped, February, 1978.

Such participants as the student's teacher (regular and/or special) can provide information concerning the student's specific needs as well as information concerning the characteristics of the environment in which the student has interacted or may interact. Crowell and Rucker (1977), in writing about the Evaluation Team process, found that the regular class teachers can provide much valuable information concerning interactions of the student in the regular class setting as well as information concerning the educational needs of the student. In a study of role expectations in the Team process, Fenton et al, (1978) found that regular teachers participated less in Team activities and were less satisfied with the group process and the decision of the Team than other Team Members, e.g. the diagnosticians. Special and regular teachers input in the IEP decision-making process is important; teachers are more effective programmers of instruction for the special needs student if they are integrally involved in the development of the IEP (Kaufman, Agard, Semmel, 1973).

Equally important as the teacher's input is the input of the parents and the student, when appropriate. The parent can be a valuable resource concerning the student's behaviors, needs, and responses to prior interventions by the school and community agencies. The student, the ultimate source of information, should be involved when appropriate. If the special needs student can express his/her dislikes and likes, make choices, engage in logistical operations and have a significant part of the implementation process (e.g. contracts with teachers), s/he should also participate in the development of goals, objectives, service delivery plan, etc.

As stated in the section on types of information, a member of the assessment Team should be present to inform participants of the assessment procedures and contents. Ideally this individual should be able to integrate assessment information with programming decisions.

Roles

According to Luft (1964), the "concept of role means a pattern of behavior which characterizes an individual's place in a group" (p. 22). An awareness of the individual's role is useful in predicting the individual's behavior in a group. An analysis of roles can be presented according to types, of roles, role expectations and role identities.

TYPES OF ROLES

In the Team process for developing IEPs, the individual may play several roles. For example, s/he may be considered as a resource for information in the group. A diagnostician often plays this role in the development of IEPs, however, the classroom teacher, the parent, and the student can also fulfill this role. The LEA representative can be a resource concerning information about services available.

An individual may have the role of linker or linking agent within the Team. Such personnel as the special administrator, resource teacher, consulting teacher, or regular educational administrator may often play this role. For example, an individual can be aware of many services available to the system and will link the special teacher and/or parent to these. Parents, teachers, diagnosticians, and the student may also function in this role; however, most often, such a role is fulfilled by the administrator or consultant teacher.

The role of the consumer may be played by several members of the Evaluation Team. Typically, the parent, regular and special classroom teachers function in this role, i.e., they receive the diagnostician's opinions of the student's needs and the LEA representatives opinions concerning the necessary services. The consumer responds by either "buying into proposed services", rejecting the services, and/or "shopping around for better offers". The parent, the teacher, or the student, when appropriate, will not be able to make appropriate decisions if they are not adequately informed as to all the information available to the diagnosticians and LEA representatives. They must be informed consumers.

Ideally, all participants in the Team should be able to play all three roles - resource, linker, and informed consumer. Typically, the parents and the teachers are informed of services and diagnostic information. They are expected to react rather than to be integrally involved in the data gathering and decision-making concerning the goals, objectives, and other procedures for the IEP.

ROLE EXPECTATIONS

Each member's position in the group reflects expectations of the individual's role by that individual and by the other members of the group. For example, the school psychologist is expected to provide diagnostic information while the school principal may be expected to be the leader of the group (Fenton, et al., 1978). On this topic, Fenton et al., writes:

> Role expectations, are communicated formally and informally to members by the other members on the Team. A Member may be asked by a Team Leader to perform a particular function for a Team or a Team may influence a Member's behavior by sending covert affective messages implying acceptance or rejection of a particular behavior.
>
> Role ambiguity sometimes arises when there is an insufficient consensus of information about the duties, authority, and responsibilities that are appropriate to a particular role. Two types of role ambiguity identified by Sarbin and Allen (1968) are: a) disagreement among members fulfilling a given role and, b) disagreement between others' expectations for a given role and the expectations of the members fulfilling that role.

According to Fenton et al (1978), role ambiguity among Team Members may inhibit active participation on the part of some Team Members which will in turn result in their lack of committment to the decisions of the group. Role ambiguity on the part of the school staff and the parents concerning the parent's role in the Team process is a major problem in the development of appropriate IEPs for the student. Furthermore, school representatives are not sure as to the role of the student and the regular class teacher in the decision-making process.

In a study of placement team members' perceptions of roles, Fenton et al (1978), found that members reached consensus about the one activity for school psychologists (diagnostic) and special education teachers (prescriptive) and two activities for principals (maintenance and administrative). No activities were viewed as appropriate for regular teachers by 75% of the Team Members in other roles. They also found that some Team Members fulfilling certain roles did not agree with other Team Members concerning the activities related to their respective roles.

If Team Members are to function effectively as a group, role clarification and role expansion is necessary (Fenton, et al, 1978). Unfortunately, the Evaluation Team that meets infrequently may not have the opportunity to do this. On the systems level, the Team Leader should coordinate meetings that enable representatives of various groups to meet to discuss each other's roles in the decision-making process. On the case level, the Team Leader may ask each participant what s/he feels is his/her responsibility, skill and/or possible contributions to the group. Moreover, if the Team Leader encourages maximum participation by all members, participants may feel comfortable expanding their roles within the group.

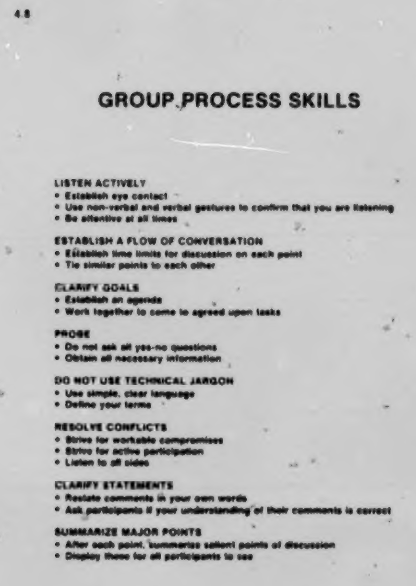
Another related problem is ambiguity of role identity by participants. Do individuals see themselves as members or representatives of the diagnostic unit, administration, support personnel, and so forth; or do they see themselves primarily as members of this decision-making group. "The more strongly members identify with sub-groups, the greater likelihood that their goals are differentiated" (Fenton, et al, 1978, p. 10). If goals are shared, there is greater likelihood of group cooperation (Luft, 1963). Again, the process of goal clarification is extremely important to the effectiveness of the group's decision-making process.

LEVEL OF PARTICIPATION BY GROUP MEMBERS

Not all members of the Team will feel that they can participate on the same level as the other Members of the Team. This is unfortunate because in order for changes to be effective, all members at all levels of the institutional hierarchy must take part in the fact-finding and diagnosis and subsequent formation of goals (Benne & Birnbaum, 1969). As stated earlier, too often parents, the student and the teachers are allowed to participate only by reacting to the information gathered and synthesized by members of the school staff. Parents, teachers, and students should be afforded the opportunity to gather data concerning the definition of the problem and the possible solutions. The more involved these individuals are in the entire process, the more committment there will be in the implementation of the IEP.

Procedures

1. Introduce transparency 4.8, (also found in Participant's Manual on p. 58).



4.8

GROUP PROCESS SKILLS

LISTEN ACTIVELY
- Establish eye contact
- Use non-verbal and verbal gestures to confirm that you are listening
- Be attentive at all times

ESTABLISH A FLOW OF CONVERSATION
- Establish time limits for discussion on each point
- Tie similar points to each other

CLARIFY GOALS
- Establish an agenda
- Work together to come to agreed upon tasks

PROBE
- Do not ask all yes-no questions
- Obtain all necessary information

DO NOT USE TECHNICAL JARGON
- Use simple, clear language
- Define your terms

RESOLVE CONFLICTS
- Strive for workable compromises
- Strive for active participation
- Listen to all sides

CLARIFY STATEMENTS
- Restate comments in your own words
- Ask participants if your understanding of their comments is correct

SUMMARIZE MAJOR POINTS
- After each point, summarize salient points of discussion
- Display these for all participants to see

STRESS:

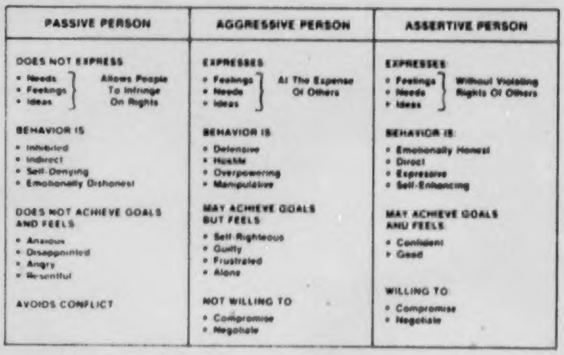
a. How the Evaluation Team communicates information, perceptions, goals, needs and desires, verbally and non-verbally can affect the decision-making process.

b. The group process skills listed on this transparency should be utilized by all Team Members to enhance communication.

c. A good Team Leader will utilize all the group process skills listed.

2. Introduce transparency 4.9 (also found in Participant's Manual on p. 59).

4.9



PASSIVE PERSON	AGGRESSIVE PERSON	ASSERTIVE PERSON
DOES NOT EXPRESS • Needs • Feelings • Ideas Allows People To Infringe On Rights	EXPRESSES • Feelings • Needs • Ideas At The Expense Of Others	EXPRESSES • Feelings • Needs • Ideas Without Violating Rights Of Others
BEHAVIOR IS • Inhibited • Indirect • Self-Denying • Emotionally Dishonest	BEHAVIOR IS • Defensive • Hostile • Overpowering • Manipulative	BEHAVIOR IS • Emotionally Honest • Direct • Expressive • Self-Enhancing
DOES NOT ACHIEVE GOALS AND FEELS • Anxious • Disappointed • Angry • Resentful	MAY ACHIEVE GOALS BUT FEELS • Self-Righteous • Guilty • Frustrated • Alone	MAY ACHIEVE GOALS AND FEELS • Confident • Good
AVOIDS CONFLICT	NOT WILLING TO • Compromise • Negotiate	WILLING TO • Compromise • Negotiate

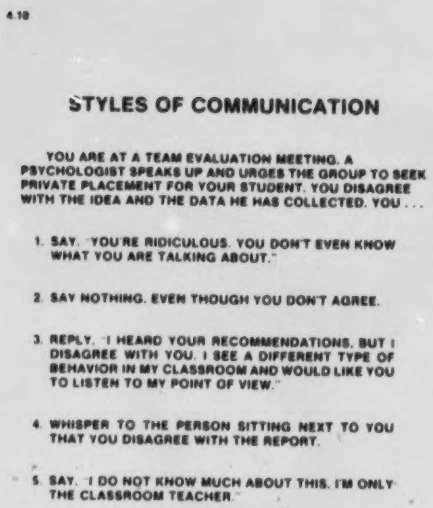
STRESS:

a. This transparency represents Style of communication frequently demonstrated at Team Evaluation Meetings.

b. Group dynamics are further affected by the individual's style of communication in the group.

c. The transparency consists of three frequently demonstrated styles of communication by Team Members. Note that one person may exhibit a variety of these styles of communication in different situations.

3. Introduce transparency 4.10 (also found in Participant's Manual on p.60), presented on the following page.



4.10

STYLES OF COMMUNICATION

YOU ARE AT A TEAM EVALUATION MEETING. A PSYCHOLOGIST SPEAKS UP AND URGES THE GROUP TO SEEK PRIVATE PLACEMENT FOR YOUR STUDENT. YOU DISAGREE WITH THE IDEA AND THE DATA HE HAS COLLECTED. YOU . . .

1. SAY, "YOU'RE RIDICULOUS. YOU DON'T EVEN KNOW WHAT YOU ARE TALKING ABOUT."
2. SAY NOTHING, EVEN THOUGH YOU DON'T AGREE.
3. REPLY, "I HEARD YOUR RECOMMENDATIONS, BUT I DISAGREE WITH YOU. I SEE A DIFFERENT TYPE OF BEHAVIOR IN MY CLASSROOM AND WOULD LIKE YOU TO LISTEN TO MY POINT OF VIEW."
4. WHISPER TO THE PERSON SITTING NEXT TO YOU THAT YOU DISAGREE WITH THE REPORT.
5. SAY, "I DO NOT KNOW MUCH ABOUT THIS. I'M ONLY THE CLASSROOM TEACHER."

a. Examples on transparency indicate various styles of communication.

b. Ask participants to identify the type of statement presented:

   1) Aggressive: tried to humiliate

   2) Non-assertive (passive)

   3) Assertive: expresses view without violating the rights of others

   4) Non-assertive (passive): indirect, inhibited

   5) Non-assertive (passive): self-deprecates.

c. Ask volunteers to reword passive and aggressive statements so that they reflect an assertive style of communication.

4. Introduce transparency 4.11 (also found in Participant's Manual on p. 61), presented on the following page.

4.11

WAYS TO BE ASSERTIVE

... BE PERSISTENT ABOUT LETTING OTHERS KNOW WHAT YOU WANT AND HOW YOU FEEL WITHOUT GETTING ANGRY, IRRITATED, OR LOUD

... BE READY TO COMPROMISE AND NEGOTIATE

... COMPROMISE

... ADMIT YOUR MISTAKES

... LET OTHERS KNOW YOU HEAR THEM AND UNDERSTAND

YOU HAVE THE RIGHT TO:

... DISLIKE OTHERS
... CHANGE YOUR MIND
... DISAGREE
... MAKE REQUESTS
... STATE YOUR FEELINGS
... MAKE REFUSALS
... MAKE MISTAKES
... SAY "NO"

... ASK FOR MORE INFORMATION AND/OR VERIFICATION FROM OTHER PROFESSIONALS

... SAY "I DON'T KNOW" OR "I DON'T UNDERSTAND"

Narrate "rights" by picking out salient points from background information.

STRESS:

a. Team Members do not have to like parent(s), or other professionals in order to work together. A professional should offer equal services to all, regardless of his/her preferences.

b. Team Members should not be intimidated by "experts" and/or technical language. If technical language is used, the Team Member should ask for clarification.

c. Team Members should reserve the right to "change their minds". Monitoring and evaluation plans assist the service provider in obtaining feedback. If a strategy is not working, it should be changed.

d. That the next activity will introduce the participants to some aspects of group dynamics.

ACTIVITY THREE: SHARING INFORMATION

Procedure

1. State that this activity will involve participants in a simulated Evaluation Team Meeting. Divide participants into groups of 7-9.

2. Ask participants to turn to page 63 in their Participant's Manual and read over the directions.

3. Ask the group if they feel that John should be included in the Evaluation Team Meeting. Introduce transparency 4.12 (also found in Participant's Manual or p. 62) and review the criterion as stated.

4.12

CRITERIA FOR STUDENT'S PARTICIPATION IN TEAM MEETINGS

STUDENTS SHOULD PARTICIPATE IN THE TEAM MEETING IF S/HE:

... CAN EXPRESS LIKES AND DISLIKES TO THE GROUP OR CAN BE UNDERSTOOD BY ONE PARTICIPANT WHO CAN INTERPRET THESE LIKES AND DISLIKES TO THE GROUP

... CAN ENGAGE IN LOGICAL THINKING

... IS TO PLAY A MAJOR ROLE IN THE IMPLEMENTATION OF THE PROGRAM (E.G. WORK STUDY PROGRAM)

... GOALS ARE TO BE AFFECTED BY THE DECISIONS AT THE MEETING, FOR EXAMPLE, A REMEDIAL READING COURSE MAY CLOSE OUT THE STUDENT'S OPTIONS TO TAKE PRE-VOCATIONAL COURSES

... IS OVER EIGHTEEN

LEGALLY, THIS DECISION IS THE RESPONSIBILITY OF THE PARENTS UNTIL THE STUDENT IS OF MAJORITY AGE

4. The participants have the option of including or excluding John's participation. Allow each group five minutes to discuss this issue.

5. Randomly hand out the role assignments in this manual on pages 40 and 46 (these should be prepared before presentation). You will have to "juggle" the roles according to how many participants are in the group and whether or not John is included. (If John is included, the doctor can interpret the neuropsychologist's report.)

6. Allow participants approximately fifteen minutes to study card and prepare role.

STRESS:

a. They should not view other participant's role cards.

b. Various roles do not represent stereotypes of the professionals, but behaviors observed at Team Meetings, regardless of profession.

Debriefing

1. After the participants finish small group discussions, ask the group recorder to share comments that have been placed on newsprint.

2. Ask participants to present rationale for including/not including John in group meeting.

3. Review transparency 4.8 and 4.9. Ask participants how individual styles of communication affected the dynamics of the group.

STRESS:

a. Group dynamics can affect the tasks to be completed.

b. Process skills can assist a group in completing a task.

c. Stress that individual differences occur in group efforts. These differences can impede the group process if not "modulated".

d. Point out that each individual must define him/herself in terms of personal style, work habits, and abilities. Sometimes personal compromise is necessary in order to complete a group task.

ROLES*

Special Education Coordinator — M. Doe

Generic Teacher —N. Gray

Student — John

School Psychologist — M. Green

English Teacher — Miss Gwen Nelson

Medical Doctor — J. Summer

Mother — Ms. Smith

Father — Mr. Smith

Observer

Speech and Language Pathologist— M. Blue

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* Duplicate copies of each role prior to this activity.

Role #1

SPECIAL EDUCATION COORDINATOR
(M. DOE)

You are the special education coordinator for the district in which John is enrolled. You are also the local education agency (LEA) appointed session leader of this meeting. Your tasks are:

(1) To begin the meeting by introducing yourself, M. Doe, Special Education Coordinator and Team Leader. Ask each participant to introduce himself/herself (name and position).

(2) To clarify the goals of the session. One means for accomplishing this objective is to establish an agenda. Use newsprint on which to write this agenda. You may solicit these items from the group; however, be certain to include (a) sharing of information from each participant based on major concerns. (List major concerns on newsprint, e.g., John's language disability and his strengths and weaknesses -- academic, cognitive, motor); (b) establishing levels of performance; (c) developing general goals; (d) selecting mode of service delivery including percentage of time in regular classroom.

(3) To maximize participation and understanding. Some of the techniques for achieving this task are:

(a) Listen actively. Establish eye contact with all participants. Nod your head when someone speaks. Be involved at all times.

(b) Regulate the flow of conversation. Keep the conversation moving, for example, during information sharing, ask participants to summarize their comments. Try to keep each participant's discussion limited to ten minutes.

(c) Redirect comments. Attempt to tie conversation together. Direct comments to other individuals who may have something to say on the same topic.

(d) Probe. Try not to ask "yes-no" questions. If a participant does respond with partial information or "yes-no" answers, ask them leading questions. Try to get as much information as possible (of course, don't be rude).

(e) Restate information. This insures that comments are understood by the entire group.

(f) Ask participants who use technical language to define terms presented.

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(g) Ask participants to clarify whether their statements are informational, inferential, or judgmental.

(h) Summarize major points (e.g., education level) and place these points on newsprint.

(i) Attempt to resolve conflicts by striving for workable compromises. Assist participants in finding points upon which they can all agree.

(j) Assist participants in clarifying comments by using such statements as "I think I hear you saying...Is that correct?"

(4) Summarize the entire discussion and direct the group in developing steps to follow after the meeting. Include individuals designated responsible for these steps.

(5) When the service delivery plan is discussed, present the following options available within the LEA:

(a) Resource Rooms -serves mild to moderately disabled students ages 5-21. The Resource Room permits a special needs student to attend a regular classroom except for one or more periods a day when academic assistance and/or emotional support is provided in the Resource Room. After the extra assistance, the student returns to the regular classroom. (502.1, 502.2, 502.3 where necessary)

(b) Language, Speech, and Hearing Program - provides itinerant specialists who are involved in detection, assessment, and remediation of speech and language impairments in students ages 3-21. There is also a small, specialized program for young aphasic students, ages 4-8. (502.1, 502.2, 502.3, 502.4)

(c) Learning Disabilities Program - provides a small, structured substantially separate program for students ages 3-21, who are of average or above average ability but who are not succeeding in a regular classroom due to a specific learning disability. (502.4)

(d) Diagnostic Assessment Center.

(6) After all discussion, ask if there are any further comments or questions. If not, close the meeting. Provide the parents with the forms provided in the Participant's Manual for their signature.

Role #2

GENERIC TEACHER
(M. GRAY)

Read the Generic Teacher's Report in the case study on John. You feel that John's junior high teachers should adjust their mode of presentation (materials and so forth), so he can adjust to his present setting. You are concerned about his hyperactivity and distractibility and feel that these problems play a major role in his inability to stay with a task. You are very intimidated by the "experts" of the group and are reluctant to share your information. You wish you were more assertive; but, you are unsure of yourself when faced with other Team Members. You have a tendency to not complete your sentences. You feel guilty for not being more assertive.

- -

Role #3

JOHN

You are reluctant to participate in the meeting. You do not understand what they are discussing. You are fearful of junior high; yet you want to be with your friends. You are confused. You know you need help in learning to read, but you are not interested in most of the lessons presented by the resource teacher (some of them are boring). You have trouble understanding the teacher's directions. You wish the teachers would talk slower and spend more time with you.

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Role #4

SCHOOL PSYCHOLOGIST

(M. Green)

Read over the school psychologist's report. Your role is to present information about John as reported by his family and his educational levels of performance. Use the glossary for terms and tests with which you are unfamilar. Rather than summarize your information, you tend to treat the group as if it were your audience. You read parts of the report and spend considerable time on each section. You do not initially define technical terms for the group. You feel that John should be in a self-contained classroom because of his attention span. You see no other alternative. Your style of communication is generally aggressive.

- -

Role #5

ENGLISH TEACHER

(Mrs. Gwenn Nelson)

Read the referral information that was presented in Activity One. You are John's English teacher. You feel that John should be mainstreamed into some content area subjects, such as art, music, and social studies. You feel that John has many academic abilities that have not been "tapped". You feel that some "success" experiences are crucial to John's development. You actively advocate for John by asking if the generic teacher can provide instructional materials with which he will succeed. You are assertive, but not manipulative.

- -

Role #6

MEDICAL DOCTOR

(J. Summer)

Read medical and neuropsychologist's reports. Use the glossary of terms and tests to assist you. You feel that John is brain-injured. This fact explains his behavior. Most of your information is inferential and judgemental, although you present it as fact. Your recommendations are concrete, however. You feel that John can be helped in a self-contained setting.

Role #7

MOTHER

(Mrs. Smith)

You are John's mother. You are very eager to hear the results of the information gathering. You feel that John needs time to adjust to a junior high setting, and one hour a day in the resource room may be necessary, however, you feel that this should be a short-term placement. You are persistent in your convictions. You have dealt with "experts" in the past and have found them to be helpful. You have a positive attitude, yet you are not awed by technical jargon. You ask each expert to explain: (1) why a test was administered; (2) what is on the test; (3) what John's behavior was during the test as well as his scores; and (4) what each technical term means. You are aware that John is intimidated by tests and note that he is typically shy; that he does not usually give up so easily on tasks at home. You have observed that he is very eager to learn and will stay at tasks for hours, if he is interested.

- -

Role #8
(optional)

FATHER

(Mr. Smith)

You want your son to be with his friends in the junior high school. You want him to participate in extracurricular activities. You are not in favor of special self-contained placement. You are cautious about test score interpretation. You are reluctant to speak; however, you are dissatisified with the session. Your nonverbal cues (crossed arms, frowns) communicate this affect.

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Role #9

OBSERVER

Your role in this simulation is to observe the dynamics of the discussion and to direct the conversations after the role play. After the group has completed the tasks on its agenda, and the Team Leader has completed the meeting, state that you are to direct the small group debriefing. If after forty-five minutes the group has not completed its tasks, interrupt and ask your questions:

(1) Ask the Team Leader to disclose the directions on his/her role play sheet. Ask him if these directions assisted him/her in conducting the Meeting. Why or why not?

(2) Ask other participants if they felt that the Team Leader's directions were beneficial. Why or why not?

(3) Ask each participant to disclose his/her directions and how s/he felt about playing his/her role.

(4) Ask each participant how s/he felt about the actions of others as dictated by their roles; for example, how did they feel when the school psychologist attempted to read his/her report? How did they feel about the student's presence (if they included him in the meeting)?

(5) Ask the group if they feel that such dynamics could take place in a Team Evaluation Meeting. If not, have they observed them in other group meetings?

(6) Ask the group what steps they feel need to be taken to assure maximum understanding and participation by all participants in the group decision-making process. Record their answers on newsprint.

(7) Ask what new insights role play offered for participants. What previous conceptions did it reinforce? Record the answers on newsprint.

SPEECH AND LANGUAGE PATHOLOGIST
(M. BLUE)

Read over the speech and language report. Use the glossary to refer to terms and tests with which you may be unfamiliar. You feel that John's primary problem is a language disability. You feel that he should be in a special class until the disability is somewhat ameliorated. You feel that his hyperactivity is a result of the language disability. You persist in presenting this view no matter what. You "see" nothing of John's other difficulties and refuse to compromise. Your style of communication is generally aggressive.

SECTION IV: WRITING AN IEP

Purpose

The activity in this section serves as a review for all the skills and concepts introduced in Modules One through Three.

Objective

The participant will develop an IEP for a student with special needs.

Background Information

1. Divide participants into groups of seven through twelve.
2. Ask groups to select a Team Evaluation Teader and a group recorder.
4. Have participants read the directions on pages 78-79 of their Participant's Manual.
5. State that they will have approximately 90 minutes to write an IEP for John.

Debriefing

1. Have each group recorder present the student profile written for John. Compare and contrast the answers.
2. Have each group recorder present the current levels of performance established for John. Compare and contrast the answers.
3. Have each group recorder present the general goals written for John. Compare and contrast the answers.
4. Have each group recorder present teaching approach/methodology and evaluation plan written for John. Compare and contrast the answers.
5. Have each group recorder present specific objectives written for John. Compare and contrast the answers.
6. Have each group recorder present criteria for movement written for John. Compare and contrast the answers.
7. Have each group recorder present service delivery plan and additional information written for John. Compare and contrast the answers.
8. Summarize information contained in this module by discussing the following points:

a. The referral suggests major concerns of all those affected by the needs of the student.

b. These concerns should guide the assessment process. In other words, the diagnostic team should work together to identify needs in assessment and strategies for assessment. The administration of a large battery of tests does not reflect effective decision-making.

c. Assessment information should come from multiple sources in order to insure relevance and completeness of information. Included in these multiple sources are the perceptions of the student concerning the problem.

d. Assessment information can be biased in its content and its processes for gathering data. Steps should be taken to insure that these biases have been considered. Direct participants to the selections in their book of readings.

e. Statements in diagnostic reports should be examined for biases, e.g., those based on inferences and judgments. There is nothing wrong with these types of statements as long as they are recognized for their biases, sources, and tentativeness.

f. Assessment information should be considered tentative.

g. Group dynamics affect the completion of tasks. Discuss the importance of goal clarification (establishing an agenda, summarizing information, achieving maximum participation). Transparencies on this topic can be reviewed.

Possible Answers

The IEP on the following page should be used as a guide. This is not an exemplary IEP. It was designed for instructional purposes only. See Module Five.

ANSWERS TO CRITERION TEST FOR MODULE FOUR

I. COMPLETION

1. List four types of information that should be included in an assessment report.

   Possible Answers

   Criterion test
   Family History
   Medical Background
   Informal Assessment (class/home)
   Formal Observation (class)

   Student's perception of the problem
   Parents' perception of the problem
   Teacher's perception of the problem
   Student's learning style including learning preferences, e.g., visual, auditory

2. Assessment information should come from multiple sources.

   Possible Answers

   Checklists
   Standardized tests
   Criterion test
   Interview, observation system

3. Bias can occur in assessment information. Give at least four examples of such bias.

   Possible Answers

   Bias in the test itself
   Testing slanted
   Bias by the examiner
   Bias created by testing student in an unnatural situation
   Bias in the use of test results (use the results to bias the decisions)

4. MATCHING

   5 a. Inferential statements
   3 b. Informational statements
   7 c. Judgmental statements
   1 d. Active listening
   2 e. An agenda
   4 f. Assumption of responsibility
   6 g. Educational levels of performance

   1. a process skill
   2. assist in goal clarification
   3. statements based on quantifiable information
   4. a right stressed in assertiveness training
   5. statements one step removed from the actual fact
   6. should be developed at a group meeting
   7. usually in the form of recommendations, statements about what action should be taken

5. TRUE - FALSE

F a. Collapsed scores (e.g., grade levels) are sufficient information on diagnostic reports.

T b. Major concerns of those referring the child should guide the assessment team in its information-gathering.

T c. Assessment information should be relevant to program planning.

T d. The type of information (e.g., norm-referenced tests) can influence the group decision-making process.

F e. Very few tests are biased in their content.

T f. Assessment information should come from multiple sources.

F g. Group dynamics do not affect the completion of a task.

F h. Inferential and judgmental statements should not be used in diagnostic reports.

T i. Non-verbal communication is an important aspect of group dynamics.

T j. The level of participation in the group can affect the individual's satisfaction with the results of the decision-making process.

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MODULE FIVE

THE INDIVIDUALIZED EDUCATIONAL PLAN: REVIEW AND REVISION

TRAINER'S MANUAL

INTRODUCTION TO MODULE FIVE

The purpose of this module is to introduce the special and regular educator to the review and revision processes of the Individualized Educational Plan (IEP) for students with special needs. A review is the evaluation of the student's program and placement; revision is the change in the IEP based on the results of the review. Case materials are used to illustrate the review and revision process.

OVERVIEW OBJECTIVES

After completing this module, the participant will be able to:

(1) describe the purposes for review and revision;
(2) specify the who, what, when, where and how of review;
(3) write a quarterly progress report;
(4) write a new IEP based on summaries of quarterly progress reports.

PRE-TRAINING ACTIVITIES

As trainer, your role is to introduce the participants to the activities, to guide the discussion after each activity, and to clarify points illustrated by these activities.

Prior to introducing this module, the trainer should:

1. Examine carefully the contents and background information.
2. Read all the activities to be completed by participants.
3. Assess the entry skills of participants by:
    a. noting how many participants have successfully completed Module One through Four, or have successfully completed the criterion tests for Modules One through Four (80%);
    b. administering and scoring the criterion test for Module Five;
    c. counseling potential participants concerning their scores or the criterion test for Module Five. If the participant scores less than 80% on the test, s/he is eligible for participation in Module Five. If the participant scores better than 80%, participation is optional.
4. Prepare all transparencies and overheads.

AN OVERVIEW OF THE TRAINING PROCESS

In this module, the participants will be introduced to the review and revision phase of the IEP. The materials in this module will be presented through the use of a lecture/overhead presentation followed by simulated activities and discussion.

Entry Skills

Completion of the first four modules of the training program or a score of 85% on the criterion tests provided for each module.

Time Required

There are three training sections in this module. It is estimated that it will take three hours to complete the training. The materials should be presented in one, three (3) hour session. The suggested breakdown for the presentation of the training materials is indicated below:

Session One	Training Section	Minutes
An Overview of Review and Revision	I	20
Quarterly Review	II	60
Break		10
Annual Review	III	90

SECTION I: REVIEW AND REVISION

Purpose

The purpose of this section is to acquaint the participants with the purposes and mechanics of the review and revision phase of the IEP.

Overview Objective

The participants will be able to: 1) describe the purposes for review and revision, 2) specify the who, what, when and where of quarterly and annual reviews.

Background Information

Review and revision is an important phase of the IEP decision-making process. The purposes of review and revision can be summarized by citing three major points:

1. Allows the implementers to make changes in IEPs based upon systematic feedback from the child's performance.
2. Provides the Evaluation Team information that can be used in judging the appropriateness of the plan and the quality of implementation.
3. Makes local, state and national officials accountable for the availability of individual programming needs.

The review and revision of the student's IEP is specified in the Massachusetts Chapter 766 Regulations handbook. The State requires a ten month and annual review, quarterly reviews and 3 year re-evaluations.

According to the regulations, the annual review is conducted as follows:

+333.1 The Administrator of Special Education, the parents, and the person(s) providing the major services to the child under the IEP shall meet and make a careful review of the child's progress based upon the quarterly progress reports submitted by the TEAM Liaison under 337.1 and the observations of those working with the child. At least ten days prior to the review meeting, the Administrator of Special Education shall invite in writing the child's parents and, where appropriate, the child, to attend and participate in the review meeting. The Administrator of Special Education or the parents may at their discretion invite other person(s) who have worked with, are working with, or will be working with the child to attend the review meeting.

+333.2 The participants in the review meeting shall determine:

333.2 (a) Whether the child has achieved the goals set forth in the IEP.

333.2 (b) Whether the child has met the criteria which indicate readiness to enter a less restrictive program as defined in 322.2.

333.2 (c) Whether the program the child is in should be specifically modified to make it more suitable to the child's needs.

333.2 (d) Whether it is desirable to refer the child for a full or intermediate re-evaluation. When it is anticipated the child will need a more restrictive prototype (prototype 502.3 through 502.6) the child shall be referred for a full evaluation under 321.0. Parental consent shall be obtained prior to the re-evaluation.

+333.3 The participants in the review meeting shall write a new IEP for the child, in accordance with 335.0; provided, however, that if a re-evaluation of the child is scheduled in accordance with 333.2(d) and 334.0 the writing of the new IEP shall be deferred until completion of the evaluation, and a written summary of the review meeting shall be conveyed to the parent within ten days after the review meeting.

The regulations also state that the IEP be reviewed quarterly. The quarterly review is the responsibility of the liaison whose duties include the following:

337.1 Monitor the child's progress toward reaching the goals set in the IEP, and submit written reports on such progress, at least quarterly, to the child's parents, to the TEAM chairperson, and to the administrator of the school or facility in which the child's program is provided.

337.2 Recommend to the TEAM chairperson at any time after implementation of the child's IEP, any modification of the IEP (other than a change of prototype) that should be made pending the required ten-month or annual review. Upon approval by the Administrator of Special Education and the TEAM chairperson, and with the consent of the child's parent, the Administrator and chairperson shall modify the IEP.

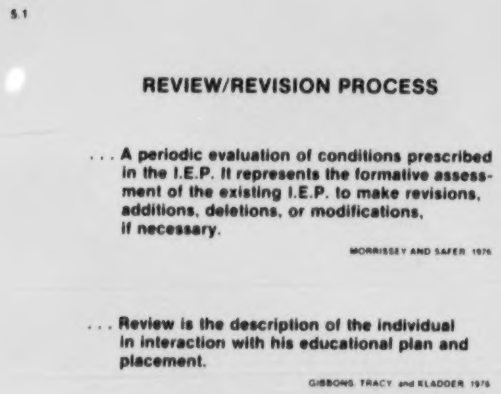
337.3 Recommend to the Administrator of Special Education at any time after implementation of the child's IEP, any re-evaluation of the child that should take place pending the ten-month or annual review. Upon approval by the Administrator, and with consent of the child's parent, the Administrator shall arrange for the re-evaluation.

In addition to quarterly and annual review, the regulations provide for a "re-evaluation" component which is specified in Paragraph 334.0:

> Each school committee shall provide a full or intermediate re-evaluation for the child when such re-evaluation is recommended by a participant in a review meeting under 333.1 who comes within one of the categories listed in 31.0. Parental consent shall be obtained prior to the re-evaluation, and all of the provisions in this chapter pertaining to full and intermediate re-evaluation shall pertain to full and intermediate re-evaluations. Subject to parental consent, the school committee shall no less than every three years provide a re-evaluation of each child who has been placed in a special education program.

Procedure

1. Introduce transparency 5.1 (also found in Participant's Manual on p. 9)



5.1

REVIEW/REVISION PROCESS

. . . A periodic evaluation of conditions prescribed in the I.E.P. It represents the formative assessment of the existing I.E.P. to make revisions, additions, deletions, or modifications, if necessary.

MORRISSEY AND SAFER 1976

. . . Review is the description of the individual in interaction with his educational plan and placement.

GIBBONS, TRACY and KLADDER 1976

STRESS:

That the review and revision phase are crucial steps in the IEP process.

2. Introduce transparency 5.2 (also found in Participant's Manual on p. 10) presented on the following page.

5.2

PURPOSES FOR REVIEW AND REVISION

1. ALLOWS THE IMPLEMENTERS TO MAKE CHANGES IN I.E.P.'S BASED UPON SYSTEMATIC FEEDBACK FROM THE CHILD'S PERFORMANCE.
2. PROVIDES THE EVALUATION TEAM INFORMATION THAT CAN BE USED IN JUDGING THE APPROPRIATENESS OF THE PLAN AND THE QUALITY OF IMPLEMENTATION.
3. MAKES LOCAL, STATE, AND NATIONAL OFFICIALS ACCOUNTABLE FOR THE AVAILABILITY OF INDIVIDUAL PROGRAMMING NEEDS.

STRESS:

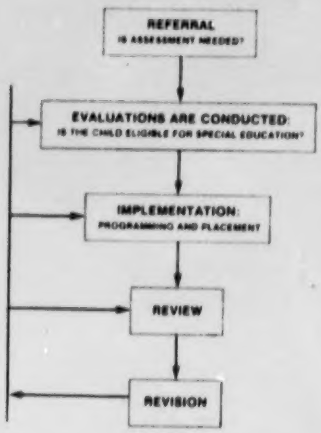
a. The review and revision process should not be viewed as a procedure that generates meaningless paperwork. Instead, it must be viewed as an integral part of the decision-making process.

b. The student's IEP should be considered tentative; on-going monitoring of the plan through review and subsequent revision provides a mechanism for changing the plan as needed.

3. Introduce transparency 5.3 (also found in Participant's Manual on p.11) presented on the following page.

5.3

REVIEW/REVISION: CRUCIAL STEPS IN THE DECISION-MAKING PROCESS


REFERRAL
IS ASSESSMENT NEEDED?
EVALUATIONS ARE CONDUCTED:
IS THE CHILD ELIGIBLE FOR SPECIAL EDUCATION?
IMPLEMENTATION:
PROGRAMMING AND PLACEMENT
REVIEW
REVISION

STRESS:

This flowchart indicates how the review/revision phases are part of the IEP's decision-making process.

4. Introduce transparency 5.4 (also found in Participant's Manual on p. 12) presented on the following page.

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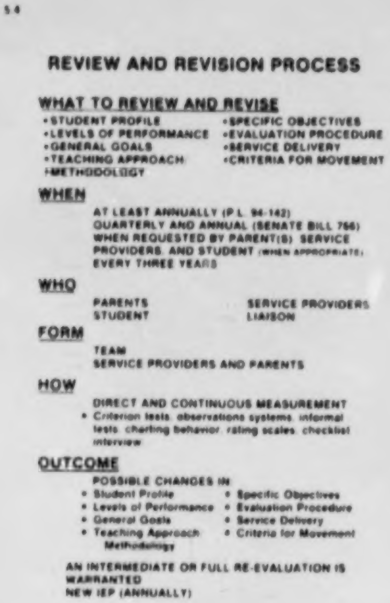


5.4

REVIEW AND REVISION PROCESS

WHAT TO REVIEW AND REVISE

- STUDENT PROFILE
- LEVELS OF PERFORMANCE
- GENERAL GOALS
- TEACHING APPROACH
- METHODOLOGY
- SPECIFIC OBJECTIVES
- EVALUATION PROCEDURE
- SERVICE DELIVERY
- CRITERIA FOR MOVEMENT

WHEN

AT LEAST ANNUALLY (P.L. 94-142)
QUARTERLY AND ANNUAL (SENATE BILL 766)
WHEN REQUESTED BY PARENT(S), SERVICE PROVIDERS, AND STUDENT (WHEN APPROPRIATE)
EVERY THREE YEARS

WHO

PARENTS
STUDENT
SERVICE PROVIDERS
LIAISON

FORM

TEAM
SERVICE PROVIDERS AND PARENTS

HOW

DIRECT AND CONTINUOUS MEASUREMENT

- Criterion tests, observations systems, informal tests, charting behavior, rating scales, checklist interview

OUTCOME

POSSIBLE CHANGES IN

- Student Profile
- Levels of Performance
- General Goals
- Teaching Approach Methodology
- Specific Objectives
- Evaluation Procedure
- Service Delivery
- Criteria for Movement

AN INTERMEDIATE OR FULL RE-EVALUATION IS WARRANTED
NEW IEP (ANNUALLY)

STRESS:

a. What to review and revise:

1) The question to be asked when reviewing the student's plan (quarterly, or annually) is:"Is the student making any progress toward reaching the goals set in the IEP?"

2) The IEP document is internally consistent (goals based on student profile and levels of performance) approach/methodology based on goals, etc. therefore, each components of the IEP must be considered during the review/revision phase.

b. When:

1) Quarterly (stated in Paragraph 337.0-337.3 of the Massachusetts Chapter 766 Regulation).

2) Ten Month and Annual Reviews: (Stated in Paragraph 330.0-333.3): ...review of child's progress shall be conducted within ten months after the initial placement of the child and thereafter annually on or before the anniversary date of the implementation of the IEP.

3) When requested (stated in Paragraph 334.0). Introduce transparency 5.5 (also found in Participant's Manual on p. 13) presented on the following page.

RE-EVALUATION

§ 334.0 RE-EVALUATION OF THE CHILD

Each school committee shall provide a full or intermediate re-evaluation for the child when such re-evaluation is recommended by a participant in a review meeting. Parental consent shall be obtained prior to the re-evaluation, and all the provisions in this chapter pertaining to full and intermediate evaluations shall pertain to full and intermediate re-evaluations. Subject to parental consent, the school committee shall no less than every three years provide a re-evaluation of each child who has been placed in a special education program.

Review the regulation then reintroduce transparency 5.4.

c. Who/Form:

1) Quarterly (stated in Paragraph 337.0).

   a) A liaison is appointed to monitor the student's progress toward reaching the goals of the IEP.

   b) The liaison is responsible for submitting "written reports at least quarterly to the child's parents, to the Team chairperson and to the Administrator of the school or facility in which the child's program is provided."

   c) State that a practical way to do this is for the service providers to submit quarterly progress reports to the liaison. This liaison should then write a summary of the student's progress based on these reports.

2) Annually (as stated in Paragraph 333.1):

   a) "The Administrator of Special Education, the parents and the person(s) providing major services to the child under the IEP shall meet"

   b) "Team Meeting comprised of those individuals just mentioned... shall meet and make careful review of the child's progress based on the quarterly progress reports submitted by the Team Liaison..."

d. How:

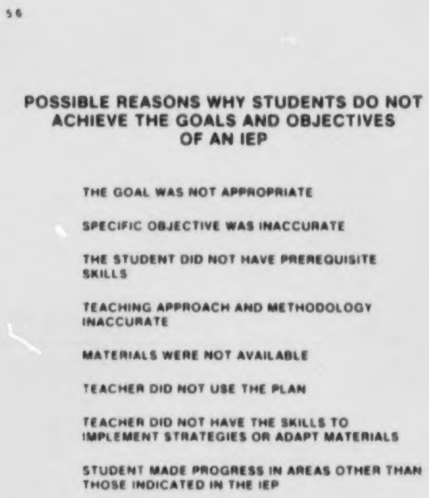
   1) Direct and continuous measurement (prepare a summary of these techniques. Refer participants to section on monitoring and evaluation in Module Three for further information).

   2) State that monitoring and evaluation of the IEP should be continual.

e. Outcomes:

   Review the outcomes as stated in the transparencies.

5. Introduce transparency 5.6 (also found in Participant's Manual on page 14.



5 6

POSSIBLE REASONS WHY STUDENTS DO NOT ACHIEVE THE GOALS AND OBJECTIVES OF AN IEP

THE GOAL WAS NOT APPROPRIATE

SPECIFIC OBJECTIVE WAS INACCURATE

THE STUDENT DID NOT HAVE PREREQUISITE SKILLS

TEACHING APPROACH AND METHODOLOGY INACCURATE

MATERIALS WERE NOT AVAILABLE

TEACHER DID NOT USE THE PLAN

TEACHER DID NOT HAVE THE SKILLS TO IMPLEMENT STRATEGIES OR ADAPT MATERIALS

STUDENT MADE PROGRESS IN AREAS OTHER THAN THOSE INDICATED IN THE IEP

State that careful monitoring by each service provider, the student and the parents concerning the reasons why the goals, and objectives are not being met will pinpoint the breakdown.

SECTION II: QUARTERLY REVIEW

Purpose

The purpose of the activity in this section is to engage participants in the decision-making process regarding the quarterly review and revision phase of the IEP.

Overview Objective

The participant will be able to write a quarterly progress report.

Background Information

(See Section One)

ACTIVITY ONE: THE QUARTERLY PROGRESS REPORT

Procedure

1. Ask participants to work in pairs for the next activity.
2. Ask participants to turn to page 15 in their manuals to read the directions.
3. State that they will have 45 minutes to complete the activity.

Debriefing

Ask volunteers to present their answers for questions one and two. Ask three sets of volunteers to record their quarterly progress report on newsprint for review by the class.

SECTION III: THE ANNUAL REVIEW

Purpose

The purpose of the activity in this section is to engage participants in the decision-making process regarding the annual review and generate a new IEP from the information provided.

Overview Objective

The participant will be able to write a new IEP based on summaries of quarterly progress reports.

Background Information

(See Section One)

ACTIVITY TWO: THE ANNUAL REVIEW

Procedure

1. Prior to this session, prepare the roles found on pages 15-21.
2. Divide the participants into groups of 7 through 9 depending on the size of the class.
3. Ask participants to turn to page 20 in their manuals and read over the instructions.
4. Ask participants in each group which role they would like to play and hand out roles accordingly.

Debriefing

At the end of one hour, stop the role play. Ask the Administrator of Special Education of each group to present their IEP to the class for review. Compare and contrast the responses.

ROLES*

Special Education Coordinator — M. Doe

Generic Teacher and Liaison — M. Gray

School Psychologist — M. Green

Resource Room — Susan Madras

Speech and Language Therapist — M. Blue

John

Mr. and Mrs. Smith

---

* Duplicate copies of each role prior to this activity.

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Special Education Coordinator
(M. DOE)

You are the special education coordinator for the district in which John is enrolled. You are also the local education agency (LEA) appointed Team Leader of this meeting. Your tasks are:

(1) To begin the meeting by introducing yourself, M. Doe, Special Educator Coordinator and Team Leader. Ask each participant to introduce himself/herself (name and position).

(2) To clarify the goals of the session. One means for accomplishing this objective is to establish an agenda. Use newsprint on which to write this agenda. You may solicit these items from the group; however, be certain to include (a) sharing of information from each participant based on major concerns. (List major concerns on newsprint, e.g., John's language disability and his strengths and weaknesses -- academic, cognitive, motor); (b) establishing levels of performance; (c) developing general goals; (d) selecting mode of service delivery including percentage of time in regular classroom.

(3) To maximize participation and understanding. Some of the techniques for achieving this task are:

  (a) Listen actively. Establish eye contact with all participants. Nod your head when someone speaks. Be involved at all times.

  (b) Regulate the flow of conversation. Keep the conversation moving, for example, during information sharing, ask participants to summarize their comments. Try to keep each participant's discussion limited to ten minutes.

  (c) Redirect comments. Attempt to tie conversation together. Direct comments to other individuals who may have something to say on the same topic.

  (d) Probe. Try not to ask "yes-no" questions. If a participant does respond with partial information or "yes-no" answers, ask them leading questions. Try to get as much information as possible (of course, don't be rude).

  (e) Restate information. This insures that comments are understood by the entire group.

  (f) Ask participants who use technical language to define terms presented.

(g) Ask participants to clarify whether their statements are informational, inferential, or judgmental.

(h) Summarize major points (e.g., education level) and place these points on newsprint.

(i) Attempt to resolve conflicts by striving for workable compromises. Assist participants in finding points upon which they can all agree.

(j) Assist participants in clarifying comments by using such statements as "I think I hear you saying...Is that correct?"

October 9, 1979
Progress Report: Service Provider, M. Gray, Generic Specialist

You are the Generic Specialist as well as the liaison for John. Pretend that you have all the quarterly progress reports for John (read the other reports so you are familiar with his progress in all areas).

John has been able to actively and positively participate in his classes because so many of the teachers are following the guidelines for mixed modality instruction listed in the IEP. John continues to benefit from some support materials in the classroom, but this year, he should require less compensatory activities and more inclusion in more demanding routines. That is not to say that John should suddenly be forced to attempt to perform on a higher level in classes but, rather a higher quality of work can be expected since his behavior is not the problem it was last year. John has had to contend with a lot during his school years, but now I have seen instances of his attempting to "play both ends against the middle" - tell teachers he is unable to perform certain tasks because he is supposed to have special help and can't do the work as well as other students. John can now talk about problems he has in classes with his teachers rather than being disruptive or causing problems in class.

Last January, prior to the first quarter reports, an in-service program on values clarification was offered to the faculty. John's Social Studies teacher became very intrigued with this system of personal analysis and eventually designed part of his curriculum to allow weekly sessions for his class. This year during free studies, this teacher has continued to offer group meetings and activities for further exploration. John is an enthusiastic participant. He was one of five students who visited a spring administrative council meeting to get approval for this ancillary program. He was very pleased to be included in the presentation and did very well.

Due to his work in this area in class, John has developed the ability to recognize himself as a person with strengths and weaknesses and the ability to control his own behavior and environment, if he concentrates. He has been able to maintain his integrity in the face of some stressful situations and seems to enjoy contrasting what he does now with the reaction he used to have to being thwarted in any way or frustrated in classes.

John seems to have gained some measure of control over his actions and is justifiably proud of this.

October 11, 1979
Progress Report: Service Provider Maureen Blue, Speech and Language Therapist

John's goal of speaking in compound sentences has been achieved. When he is unsure of himself, or entering a new situation, John lapses into one word or simple sentences, but is capable of using more complex sentence forms. He can identify parts of speech used in sentences including nouns, pronouns, verbs, adjectives and adverbs. He is uncertain of tense, especially when he is struggling to express himself. John especially enjoyed the use of tapes in his lessons. Visual experiences were not as effective as setting up situations on tape where John could listen and respond without my interaction and then he could come to me with a completed tape for correction.

We are presently working on the last objective for this goal for John. John appears to be learning these skills, however, in isolation. The quality of his speech patterns when he is with me, and type of responses I have observed in the classroom are of two widely differing types. He has the ability to organize and discriminate, but he retains his concrete and simple vocabulary for interaction out of the specialized class areas. I will continue to work on his vocabulary development, moving to abstract concepts. The problem, as I see it, is that he seems reluctant to use increased vocabulary among his peers in classes. The technique of combining vocabulary with tangible characteristics was very effective. Less effective was the attempt to move completely to verbal examples and discuss similarities and differences without graphic support.

I would like to continue to see John next year for the same amount of time and days per week. I think it important that some method of ensuring John's development in the classroom be considered so that he does not continue to develop vocabulary as a specialized skill.

October 7, 1979
Progress Report: Service Provider, Simon Green, School Psychologist

John does not appear to need further work with me in this area. Episodes of in-class disruptive behavior appear only sporadically. John, although achieving at a low level in some classes, is actively participating now in all of his mainstreamed classes. For the last three weeks, John has elected to remain in his classroom rather than come to see me. I have left this as an option to him and, if in the future he feels the need for support, he could come back on a drop-in basis.

John's family has been attending counseling sessions on a regular basis at the Hubert Mental Health clinic, since last November. The family has requested continuing until Christmas vacation. John's parents report that the home environment is more calm and the only episodes of fighting between John and his twin are seen as normal and "natural boy fights". Since last spring, there has been some problem with John becoming "super competitive" (something seen in some classes at school) with his twin in some situations, especially situations where John knows he will do well. John's twin, who has always seen himself as "smarter" than John is now having to do work on accepting John as an equal with his own set of strengths and weaknesses. John's parents feel more concern at this time for his brother than for John and are prepared to continue counseling on their own if necessary, since they feel very positively about how it has helped so far.

With me, John has explored a great many of his feelings, but my role has mainly been that of support and facilitator since so many of his previous problems seemed to be ameliorated by the system modifications and support carried through in his classes. John feels much more positive about himself because he is being challenged and is able to meet the challenge much of the time. Work is realistic for his skills, yet he is not made to feel odd or stupid, something he refers to a great deal in discussions of his "old" feelings about himself.

John has not been sent out of class this quarter for any reason. His schedule includes:

I	Mechanical Drawing
II	French
III	Study
IV	English
	Lunch
V	Basic Arithmetic II
VI	Art/Music
VII	PE/Living Skills

The decision was made this year to allow John to work in the regular English class. John found Mechanical Drawing too demanding for him so he attends the Resource Room during this period. He is also not attending French this year since there is an introductory French course offered at the High School in ninth grade and his problems with reading and language seem to continue to indicate that French would be an unrealistic expectation for him.

October 10, 1979
Progress Report: Service Provider, Susan Madras, Resource Teacher

John has mastered sound/symbol associations including vowels, consonants, and consonant blends. This quarter I will begin work with digraphs and dipthongs. The use of pattern charts was very effective in helping John to see word patterns as related, rather than isolated and variable sounds.

John has mastered the basic processes of addition, subtraction, and multiplication of whole numbers. He is presently working on simple division. I will begin work with division involving more than two digit numbers and remainders later this year. John has become very competitive in this area but also has become more sensitized to the feelings of others who do not have the skills in math he has developed. Last February, following the first quarter reports, John's schedule was changed as a reflection of a problem in Government class. His study period was switched with the Government class so that the only real changes were in the service providers' schedule. Although not a homogeneous group, this class did have a seemingly larger percentage of achievers in it and all of the students were new to John.

Considering his earlier problems in the other class, John did very well in the class. He was able to achieve a C, and was very pleased with himself for doing this well in a class he perceived as more difficult. This teacher uses a great deal of individualized materials and has diversified reporting projects for the class.

Ms. Shepard and myself have both noticed John's ability to learn is strengthened effectively through the recommended teaching strategies listed in the IEP. Work- with him in content area using mixed modality instruction, Ms. Shepard has found he has the ability to comprehend a great deal more than he had previously shown. John's handwriting has slowly improved, but he prefers to print rapidly. This is permissible up to a point. In classes where modifications for writing have been established, John should be required to use cursive writing as a training exercise, if for no other reason.

John shows a much greater range of vocabulary skills now than he had previously, but he tends to use very basic terms when discussing or reciting in front of his peers.

John

You are happy to be participating in the meeting. You are happy with the success you have experienced last year since the Team Evaluation Meeting. You would like to spend less time with the Resource Teacher.

Mr. and Mrs. Smith

You are both happy with John's progress, but think he should continue in the same program for another year.

ANSWERS TO CRITERION TEST

TRUE - FALSE

1. T 2. T 3. F 4. F 5. T

SHORT ANSWERS

1. (a) in order to revise the IEP; (b) to be accountable for programming.

2. The parents and the service provider.

3. No change in the original IEP
A change in the program goals and objectives
A change in the placement (to a more restrictive environment)
A change in placement (to a less restrictive environment)

4. Referral: Is the student eligible for special services?
Assessment:
Implementation: Planning and Programming
Review
Revision

5. (a) Is placement appropriate?
(b) Were the goals met?
(c) Does there need to be an addition, deletion of goals?
(d) Was the evaluation plan appropriate?

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TRANSPARENCIES

LIST OF TRANSPARENCIES

MODULE ONE

1.1 Definition of a System
1.2 Systems
1.3 Systems Overview
1.4 Goal of the Individualized Educational Plan
1.5 Massachusetts Law - Chapter 766
1.6 Federal Law - Public Law 94-142
1.7 Public Law 94-142 and Chapter 766
1.8 PARC vs. Commonwealth of Pennsylvania
1.9 Mills vs. Board of Education - District of Columbia
1.10 Due Process
1.11 Least Restrictive Environment
1.12 Goals of the Least Restrictive Environment
1.13 Deno's Cascade of Special Education Services (1972)
1.14 The Changing Cascade
1.15 The Social Definition of Deviancy
1.16 Categories of Deviances
1.17 Past and Present Perceptions of Deviant (Devalued) Individuals
1.18 What is a Retarded Child?
1.19 Normalization
1.20 "As Much As Possible" May Mean
1.21 "Normative" or "Normalized" Means
1.22 As Much As Possible, An Atypical Person . . .
1.23 Integration Is . . .
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2.2 Pre-Referral Period: In-School Solutions
2.3 Learning Style
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2.5 Code-Four Pictures
2.6 Review Words
2.7 Coded Test With Answers
2.8 Task Breakdown
2.9 Socio-Cultural Factors That Affect Learning
2.10 Factors in School Systems That Affect Learning
2.11 Continuous or Anecdotal Recording
2.12 Frequency
2.13 Baseline/Intervention
2.14 Six Areas of Educational Assessment
2.15 Paragraph Reading Test
2.16 Task Analysis is a Process of . . .
2.17 Steps in Task Analysis
2.18 Basic Steps in Task Analysis
2.19 Task Analysis: Telling Time
2.20 Criteria for Task Analysis
2.21 Indicators of Academic Problems
2.22 Indicators of Socio-Emotional Problems
2.23 In-School Solutions: Utilization of Regular School Services

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3.3 Points for Decision-Making
3.4 Student Profile
3.5 A Student Profile Summary
3.6 Informal and Formal Assessment
3.7 Current Levels of Performance
3.8 Criteria for Student-Centered Goals
3.9 Teaching Approaches and Methods
3.10 Teaching Approaches and Examples of Teaching Strategies
3.11 Steps in Monitoring and Evaluation
3.12 Monitoring and Evaluation Strategies
3.13 Data Collection
3.14 Types of Record-Keeping Styles
3.15 Graph Spelling/Math
3.16 Major Components of a Specific Objective
3.17 Components of a Specific Objective
3.18 Types of Services
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4.5 Format of Information
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4.10 Styles of Communication
4.11 Ways to be Assertive
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5.1 Review/Revision Process
5.2 Purposes of Review and Revision
5.3 Review/Revision: Crucial Steps in the Decision-Making Process
5.4 Review and Revision Process
5.5 Re-Evaluation
5.6 Possible Reasons Why Students Do Not Achieve the Goals and Objectives of the IEP

DEFINITION OF A SYSTEM

"The sum total of parts working independently and working together to achieve required outcomes based on needs."

Kaufman, 1972

1.2

SYSTEM

STRUCTURE:

What is the system composed of?

FUNCTION:

What does the structure do?

EVALUATION:

Are the structures and functions doing their job well?

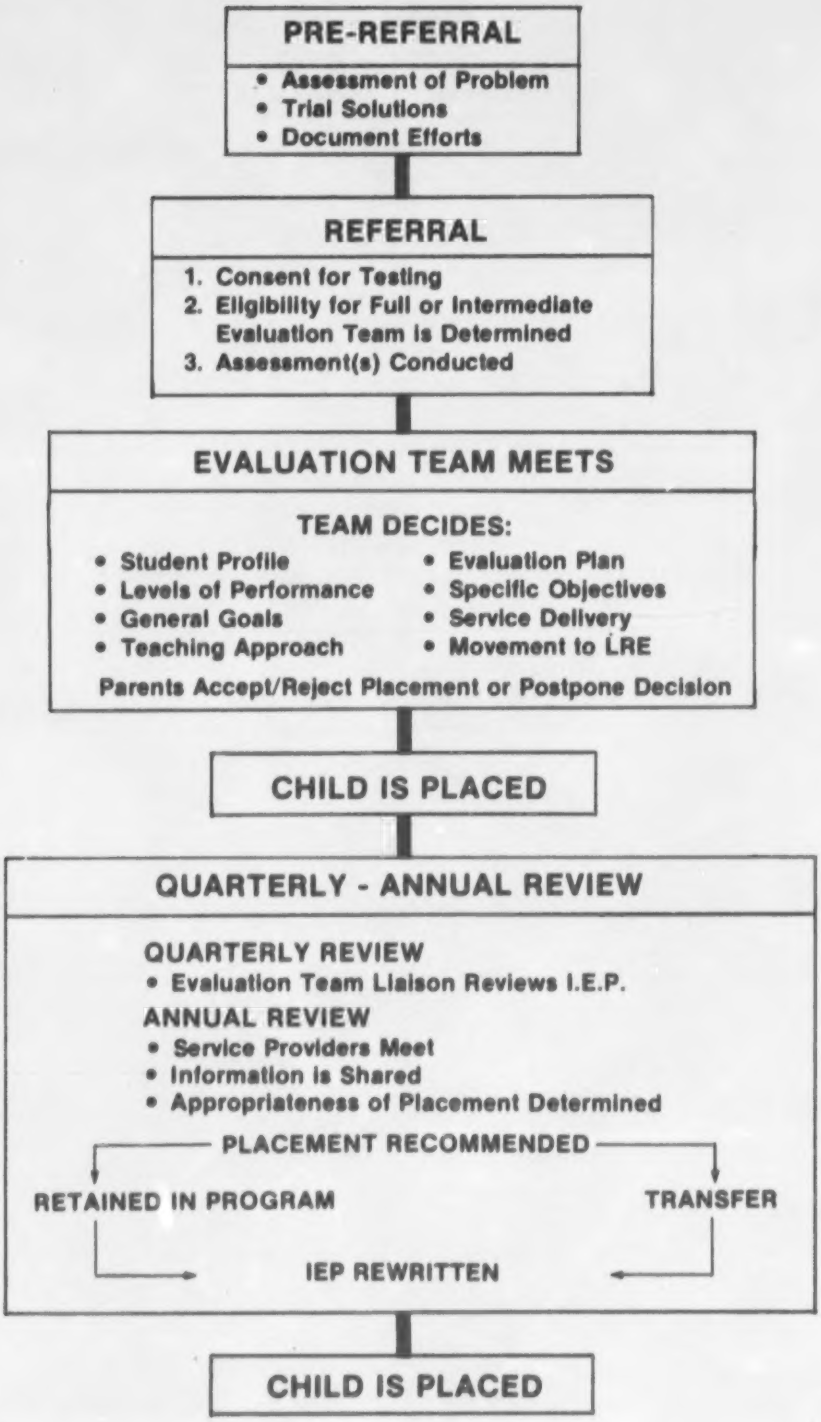
INDIVIDUALIZED EDUCATIONAL PLAN SYSTEMS OVERVIEW

STRUCTURE	FUNCTION	EVALUATION
PRE-REFERRAL	TO IDENTIFY STUDENTS IN NEED OF EDUCATIONAL INTERVENTION	ASSESSMENT OF STUDENT'S LEARNING ABILITY IN THE REGULAR CLASSROOM ASSESSMENT OF TEACHING STRATEGIES IMPLEMENTED IN THE REGULAR CLASSROOM
REFERRAL	TO DETERMINE ELIGIBILITY OF THE STUDENT FOR SPECIAL SERVICES	PARENT INFORMATION AND CONSENT APPROVAL BY SCHOOL ADMINISTRATORS (PRINCIPAL)
EVALUATION TEAM MEETING	TO DETERMINE AN APPROPRIATE AND LEAST RESTRICTIVE INDIVIDUAL EDUCATIONAL PLAN	PLANS WRITTEN IN OBJECTIFIED MEASURABLE, BEHAVIORAL TERMS
QUARTERLY AND ANNUAL REVIEWS	TO DETERMINE THE EFFECTIVENESS AND APPROPRIATENESS OF THE I.E.P. TO CHANGE, MODIFY, OR DISCONTINUE	EVALUATION TEAM APPROVAL ADMINISTRATIVE APPROVAL PARENT CONSENT

GOAL OF THE INDIVIDUALIZED EDUCATIONAL PLAN

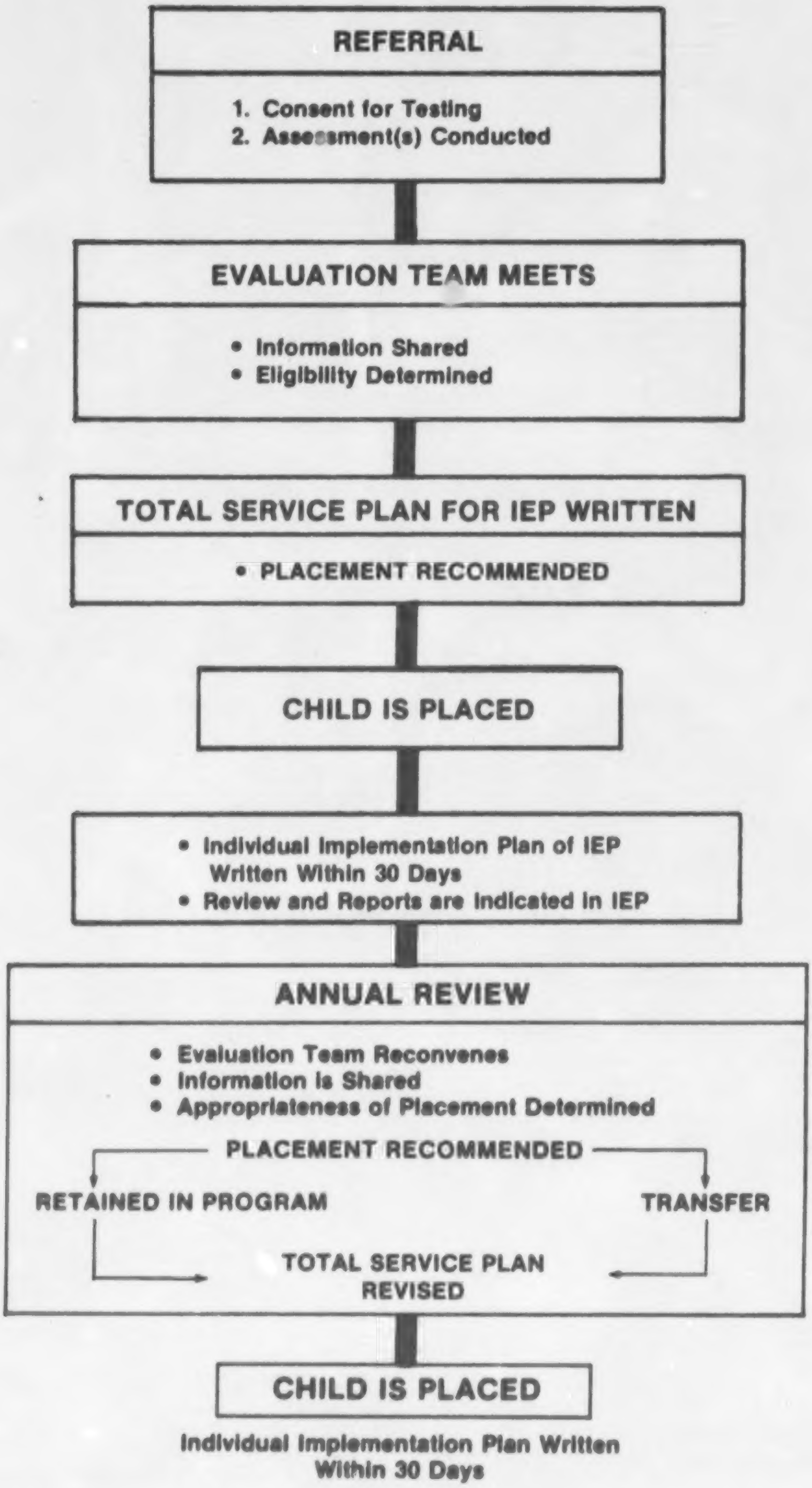
TO PROVIDE AN EDUCATIONAL ENVIRONMENT WHICH REFLECTS THE STUDENT'S NEEDS IN LIEU OF CHANGING THE STUDENT TO REFLECT THE EDUCATIONAL ENVIRONMENT.

MASSACHUSETTS LAW
CHAPTER 766


PRE-REFERRAL
• Assessment of Problem
• Trial Solutions
• Document Efforts
REFERRAL
1. Consent for Testing
2. Eligibility for Full or Intermediate Evaluation Team is Determined
3. Assessment(s) Conducted
EVALUATION TEAM MEETS
TEAM DECIDES:
• Student Profile
• Levels of Performance
• General Goals
• Teaching Approach
• Evaluation Plan
• Specific Objectives
• Service Delivery
• Movement to LRE
Parents Accept/Reject Placement or Postpone Decision
CHILD IS PLACED
QUARTERLY - ANNUAL REVIEW
QUARTERLY REVIEW
• Evaluation Team Liaison Reviews I.E.P.
ANNUAL REVIEW
• Service Providers Meet
• Information is Shared
• Appropriateness of Placement Determined
PLACEMENT RECOMMENDED
RETAINED IN PROGRAM
TRANSFER
IEP REWRITTEN
CHILD IS PLACED

1.6

FEDERAL LAW
PUBLIC LAW 94-142


REFERRAL
1. Consent for Testing
2. Assessment(s) Conducted
EVALUATION TEAM MEETS
• Information Shared
• Eligibility Determined
TOTAL SERVICE PLAN FOR IEP WRITTEN
• PLACEMENT RECOMMENDED
CHILD IS PLACED
• Individual Implementation Plan of IEP Written Within 30 Days
• Review and Reports are Indicated in IEP
ANNUAL REVIEW
• Evaluation Team Reconvenes
• Information is Shared
• Appropriateness of Placement Determined
PLACEMENT RECOMMENDED
RETAINED IN PROGRAM
TRANSFER
TOTAL SERVICE PLAN REVISED
CHILD IS PLACED
Individual Implementation Plan Written Within 30 Days

MAJOR DIFFERENCES BETWEEN

MASSACHUSETTS CHAPTER 766	FEDERAL PUBLIC LAW 94-142
PRE-REFERRAL	NO PRE-REFERRAL
REFERRAL	REFERRAL
ONE PLAN IS WRITTEN	TWO PLANS ARE WRITTEN
CHILD IS PLACED	1. TOTAL SERVICE PLAN DEVELOPED A. LONG RANGE GOALS STATED B. CHILD IS PLACED
QUARTERLY REVIEW	2. INDIVIDUAL IMPLEMENTATION PLAN A. SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE WRITTEN
ANNUAL REVIEW	ANNUAL REVIEW REQUIRED

PENNSYLVANIA ASSOCIATION FOR RETARDED CHILDREN
vs.
COMMONWEALTH OF PENNSYLVANIA
(PARC, 1971)

I. Mentally Retarded Children to be given

A. Access to free public education

1. Appropriate to individual learning abilities, ages 6 - 21

II. Due Process

A. No child shall be labeled mentally retarded or have his/her educational status changed without:

1. notice to parents
2. representation by legal counsel
3. formal hearing
4. right to examine child's record
5. presentation of evidence
6. cross examination of witnesses
7. independent evaluation/assessment of the folowing aspects:
    a. medical
    b. psychological
    c. educational
8. right to a record of the hearing (Hearing record)
9. decisions on records

B. Every child can benefit from an appropriate public education regardless of the severity of handicaps (Expert testimony)

1. placement in regular classrooms is preferable to placement in special classes
2. placement in a special class within the regular school is preferable to placement in a segregated setting, i.e. special schools, residential programs, etc.

MILLS vs. BOARD OF EDUCATION - DISTRICT OF COLUMBIA

Judge Joseph C. Waddy, presiding
(Mills, 1972)

I. Expands PARC to all handicapped children

Plaintiffs: Children who have been excluded due to alleged mental, physical, behavioral, or emotional handicaps.

II. Re-affirm Due Process

1. hearing prior to exclusion
2. termination of program
3. classification into special programs

III. All available funds for education be equally distributed to all children, including those with special needs.

DUE PROCESS

AN INDIVIDUAL HAS THE RIGHT TO:

FAIR NOTICE:

Information concerning the nature of the procedures, e.g.
. . . right of attorney
. . . right to read records
. . . right to cross examine
. . . right to present witnesses

FAIR HEARING:

Prior to individual rights being abridged.

FAIR AND IMPARTIAL TRIBUNAL:

The deciding body must be able
to render an unbiased decision.

LEAST RESTRICTIVE ENVIRONMENT

TO THE GREATEST EXTENT POSSIBLE:

- HANDICAPPED CHILDREN MUST BE EDUCATED WITH NON-HANDICAPPED CHILDREN IN A NON-SEGREGATED SETTING.
- CONTINUUM OF ALTERNATIVE PLACEMENTS MUST BE AVAILABLE TO MEET THE EDUCATION REQUIREMENTS OF THE CHILD.
- ANNUAL REVIEW OF SPECIAL PLACEMENTS IS REQUIRED.
- PLACEMENTS MUST BE MADE ON AN INDIVIDUAL BASIS.

1.12

LEAST RESTRICTIVE ENVIRONMENT

GOALS:

MAXIMUM INDIVIDUALIZATION:

IN ORDER TO FIT THE SETTING TO THE CHILD, NOT THE CHILD TO THE SETTING.

MAXIMUM INTEGRATION:

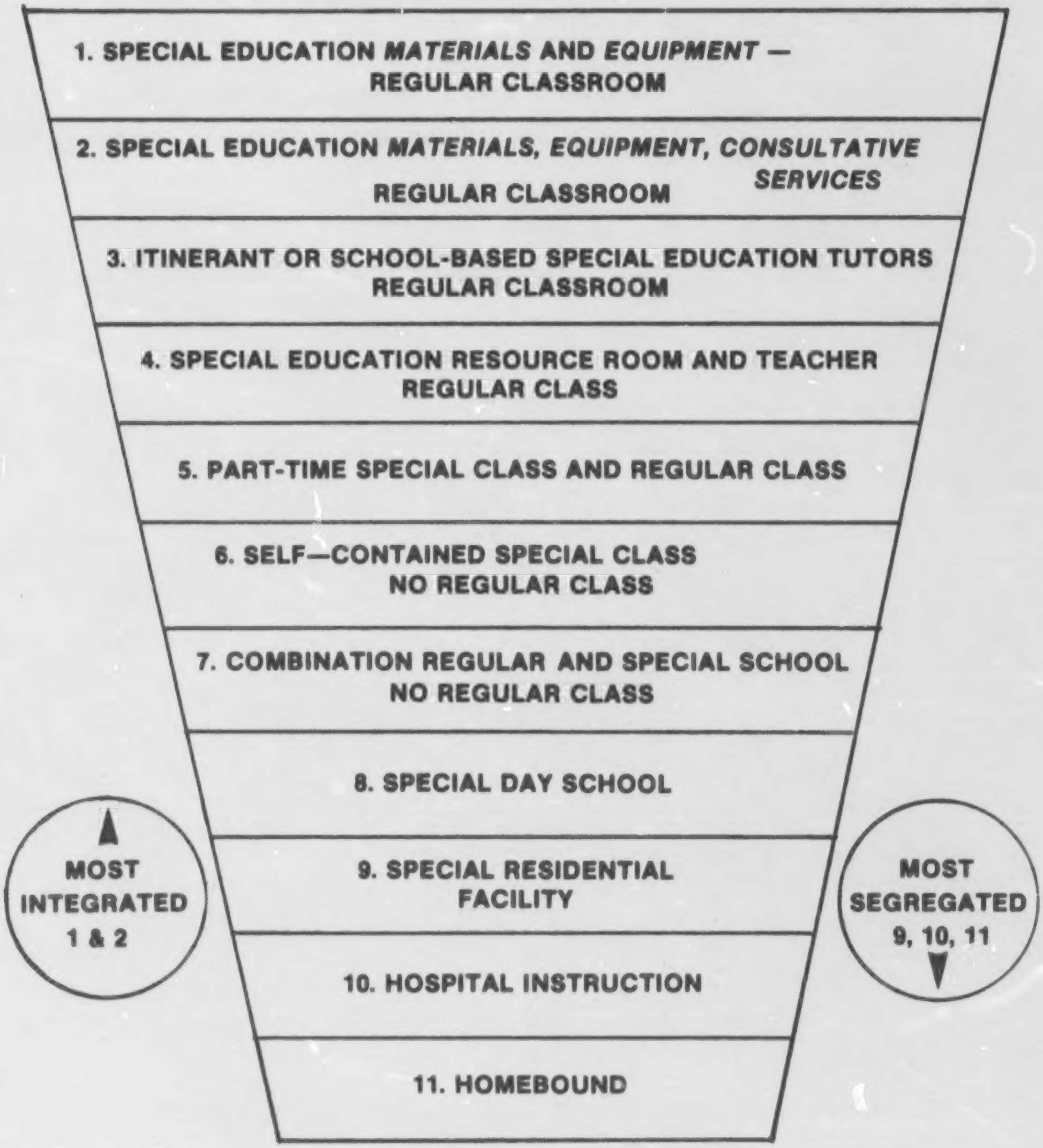
OF CHILDREN WITH SPECIAL NEEDS WITH TYPICAL CHILDREN, IN AS NORMAL A SETTING AS POSSIBLE.

MAXIMUM MOVEMENT:

OF CHILDREN WITH SPECIAL NEEDS FROM MORE RESTRICTIVE ALTERNATIVES TO LESS RESTRICTIVE ALTERNATIVES.

1.13

DENO'S CASCADE MODEL OF SPECIAL EDUCATION SERVICES (1972)



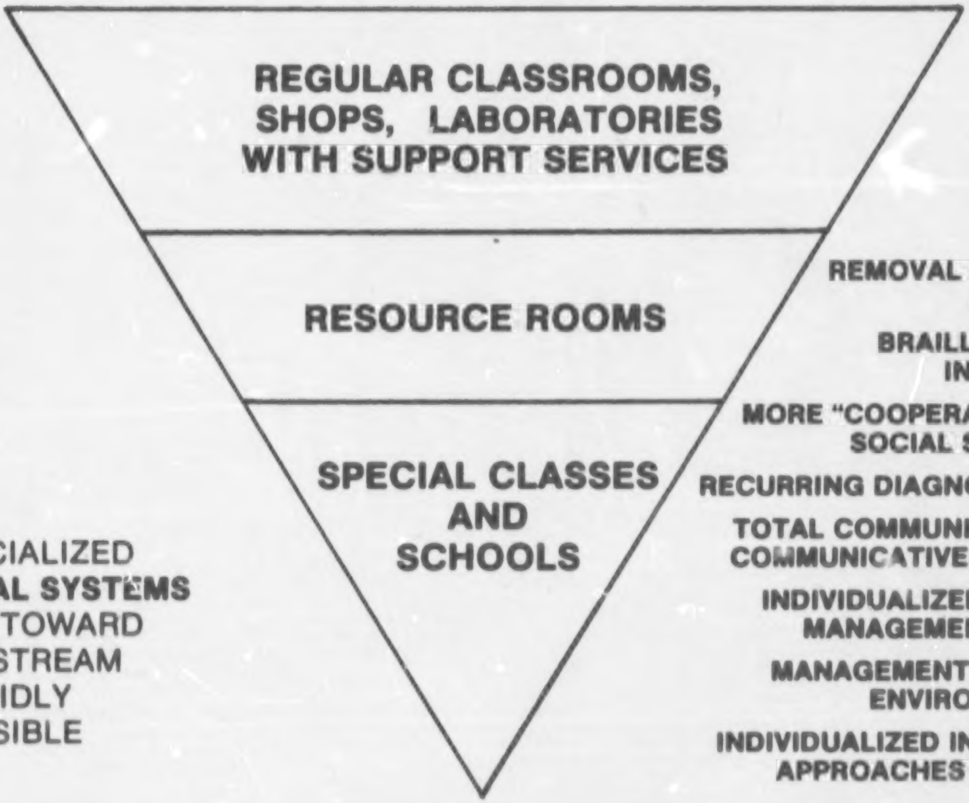
1. SPECIAL EDUCATION *MATERIALS* AND *EQUIPMENT* — REGULAR CLASSROOM
2. SPECIAL EDUCATION *MATERIALS, EQUIPMENT, CONSULTATIVE SERVICES* REGULAR CLASSROOM
3. ITINERANT OR SCHOOL-BASED SPECIAL EDUCATION TUTORS REGULAR CLASSROOM
4. SPECIAL EDUCATION RESOURCE ROOM AND TEACHER REGULAR CLASS
5. PART-TIME SPECIAL CLASS AND REGULAR CLASS
6. SELF—CONTAINED SPECIAL CLASS NO REGULAR CLASS
7. COMBINATION REGULAR AND SPECIAL SCHOOL NO REGULAR CLASS
8. SPECIAL DAY SCHOOL
9. SPECIAL RESIDENTIAL FACILITY
10. HOSPITAL INSTRUCTION
11. HOMEBOUND

▲ MOST INTEGRATED 1 & 2

MOST SEGREGATED 9, 10, 11 ▼

NORMALIZATION PLACEMENT PRINCIPLE:
MOVE PUPIL DOWN ONLY AS FAR AS NECESSARY
MOVE UP AS SOON AS POSSIBLE

THE CHANGING CASCADE*



REGULAR CLASSROOMS, SHOPS, LABORATORIES WITH SUPPORT SERVICES

RESOURCE ROOMS

SPECIAL CLASSES AND SCHOOLS

MOVE SPECIALIZED **INSTRUCTIONAL SYSTEMS** AND **STAFF** TOWARD THE MAINSTREAM AS RAPIDLY AS POSSIBLE

REMOVAL OF ARCHITECTURAL BARRIERS

BRAILLE AND MOBILITY INSTRUCTION

MORE "COOPERATIVE" CLASSROOM SOCIAL STRUCTURE

RECURRING DIAGNOSTIC ASSESSMENT

TOTAL COMMUNICATION FOR THE COMMUNICATIVELY HANDICAPPED

INDIVIDUALIZED CONTIGENCY MANAGEMENT SYSTEMS

MANAGEMENT OF ACOUSTIC ENVIRONMENT

INDIVIDUALIZED INSTRUCTION TEAM APPROACHES TO PLANNING

FEWER SEGREGATED PLACEMENTS, MORE DIVERSIFIED INTEGRATED PLACEMENTS

* ADAPTED FROM REYNOLDS, 1976

1.15

THE SOCIAL DEFINITION OF DEVIANCY

A PERSON BECOMES DEVIANT

. . . BY BEING DIFFERENT

. . . IN ONE OR MORE WAYS

. . . THAT ARE CONSIDERED IMPORTANT BY OTHERS

. . . WHO VIEW THE DIFFERENCE NEGATIVELY

DEVIANCY AND DIFFERENTNESS ARE NOT IDENTICAL

CATEGORIES OF DEVIANCE

Mentally Retarded
Mentally Ill
Physically Handicapped
Sexually Unorthodox
Poor
Unemployable
Hyperkinetic

Blind
Epileptic
Criminal
Cosmetically Disfigured
Midgets
Dwarfs

1.17

PAST AND PRESENT PERCEPTIONS OF DEVIANT (DEVALUED) INDIVIDUALS

(WOLFENSBERGER, 1972)

- SUBHUMAN ORGANISM
- MENACE
- OBJECT OF DREAD
- OBJECT OF PITY
- DISEASED ORGANISM
- OBJECT OF RIDICULE
- ETERNAL CHILD
- HOLY INNOCENT

WHAT IS A RETARDED CHILD?

A retarded child is not a shut-in but a "shut-out"
An unmatched plaid; a reject of humanity
An understudy whose leading lady is never sick
The little boy who can't quite reach the brass ring on the merry-go-round
The person left watching the elevator going up and down, and always being told
"next car"
The retarded child is a puppy who never catches his tail
He is a little boy dressed up in his Sunday best one minute,
and his Sunday messed the next
A persevering clock whose hands will never move beyond a certain hour
for all its endless ticking
He is a baby trying desperately to make his own acquaintance in the mirror
A second string player destined to sit on the bench for every game
But above all this - a retarded child is more
A retarded child is a God-like child
Filled with faith, innocence, and trust that all little ones are born with
They are the chosen ones for they know not that they cannot reach the brass ring
Nor do they realize that for them the clock stopped long ago
A retarded child is a visitor in your conscience
Do not turn him away
He stands with one foot in the door of life waiting for you
Invite him in

Author Unknown

NORMALIZATION

***UTILIZATION OF MEANS WHICH ARE AS
CULTURALLY NORMATIVE AS POSSIBLE
IN ORDER TO
ESTABLISH, ENABLE AND SUPPORT
BEHAVIORS, APPEARANCES, AND INTERPRETATIONS
WHICH ARE AS CULTURALLY NORMATIVE
AS POSSIBLE***

"... AS MUCH AS POSSIBLE ..." MAY MEAN

1. TO THE LIMITS OF OUR CURRENT KNOW HOW
2. IN REGARD TO EACH SPECIFIC INDIVIDUAL
3. AS MUCH AS THE INDIVIDUAL CHOOSES

1.21

"NORMATIVE" OR "NORMALIZED" MEANS

. . . WITHIN THE RANGE OF WHAT WOULD NOT ATTRACT ATTENTION AS ODD OR PECULIAR

. . . OFTEN ENCOUNTERED IN THE MAINSTREAM OF SOCIETY

. . . CONVENTIONAL

. . . TYPICAL

"NORMATIVE" DOES NOT MEAN

. . . NORMAL

. . . GOOD OR BAD, MORAL OR IMMORAL

. . . BEING AND DOING LIKE EVERYBODY ELSE

. . . BEING DEPRIVED OF ALL CHOICES

AS MUCH AS POSSIBLE, AN ATYPICAL PERSON SHOULD BE ENABLED TO BE NORMAL IN:

APPEARANCE

DRESS
GROOMING
PHYSICAL CHARACTERISTICS

BEHAVIORS

SPEECH
GAIT
MANNERS
PEER INTERACTIONS
DAILY ROUTINES

SETTINGS

SCHOOLS
RECREATION
HEALTH SERVICES
RESIDENCE
WORK

INTEGRATION IS

... BEING PART OF THINGS; NOT BEING EXCLUDED

... HAVING THE SAME PRIVILEGES AS OTHERS

... BEING CLOSE TO NON-HANDICAPPED AGE PEERS

... RECEIVING SPECIAL SERVICES WITHOUT BEING SEGREGATED

... WORKING NEAR NON-HANDICAPPED PERSONS

... LIVING IN ORDINARY HOUSING NEAR OTHER NON- HANDICAPPED PERSONS, AND NOT IN LARGE GROUPS

... BEING TREATED WITH RESPECT

... NOT BEING LABELLED UNNECESSARILY AND NEVER IN A DEVALUATING FASHION

INTEGRATION: SOME THINGS IT IS NOT

. . . BEING FORCED INTO IMPOSSIBLE COMPETITION

. . . BEING DENIED SPECIAL SERVICES

. . . MIXING PERSONS WITH DIFFERENT TYPES OF HANDICAPS

. . . UTILIZING ONLY EXISTING SERVICES

SOME FEATURES OF THE PRINCIPLE OF NORMALIZATION

1. INDIVIDUALIZATION OF PROGRAM AND SERVICES
2. INTEGRATION OF ATYPICAL PERSONS INTO TYPICAL SETTING
3. ELIMINATION OF NEGATIVE CULTURAL AND SOCIAL STEREOTYPES SURROUNDING ATYPICAL PERSONS

PRE-REFERRAL PERIOD

PRIOR TO REFERRAL:

. . . ALL EFFORTS MUST BE MADE TO MEET THE CHILD'S NEEDS IN THE REGULAR EDUCATION PROGRAM

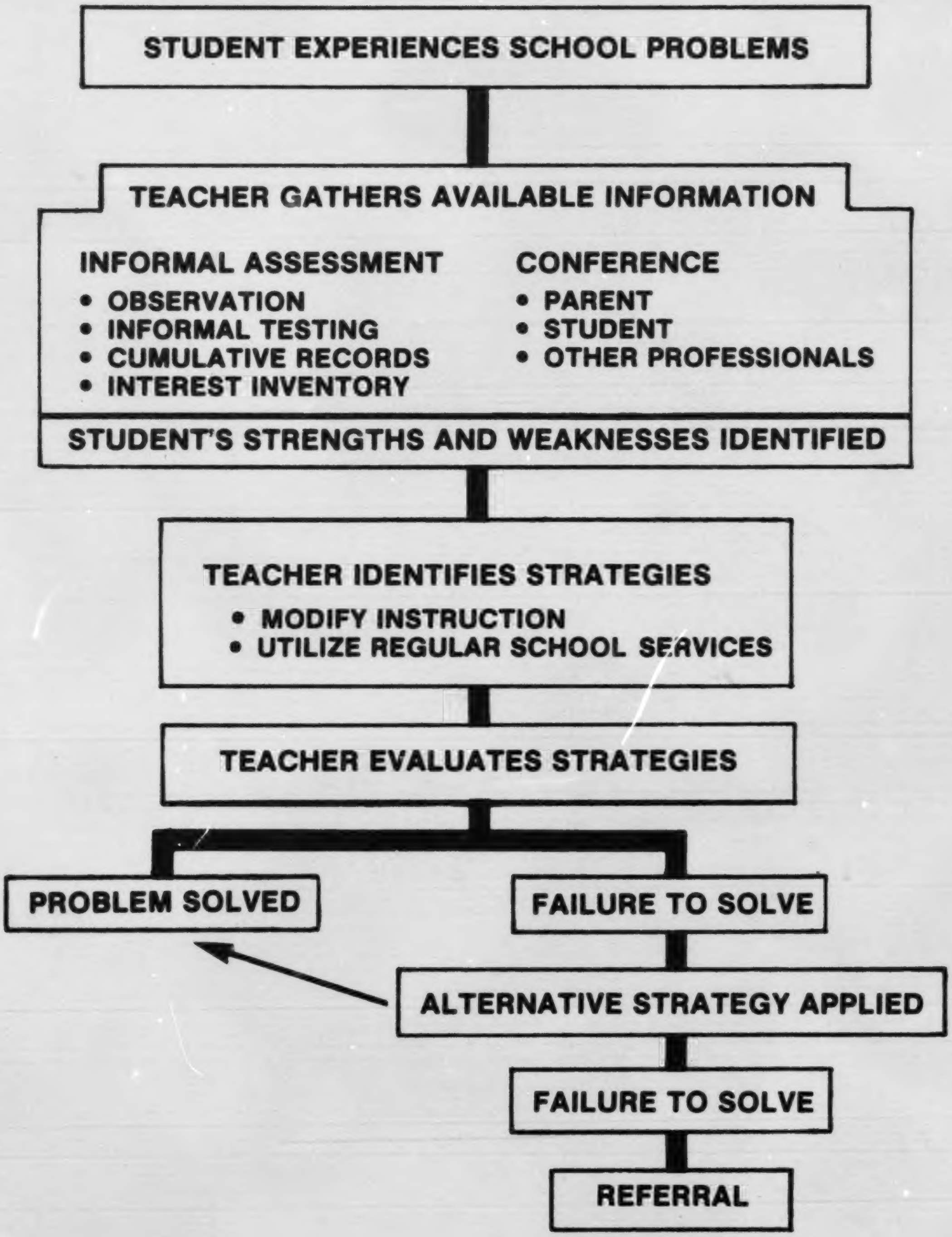
. . . SUCH EFFORTS SHALL BE DOCUMENTED

. . . RESULTS MAINTAINED IN STUDENT'S RECORD

SECTION 314.0
CHAPTER 766

2.2

PRE-REFERRAL PERIOD: IN SCHOOL SOLUTIONS


STUDENT EXPERIENCES SCHOOL PROBLEMS
TEACHER GATHERS AVAILABLE INFORMATION
INFORMAL ASSESSMENT
• OBSERVATION
• INFORMAL TESTING
• CUMULATIVE RECORDS
• INTEREST INVENTORY
CONFERENCE
• PARENT
• STUDENT
• OTHER PROFESSIONALS
STUDENT'S STRENGTHS AND WEAKNESSES IDENTIFIED
TEACHER IDENTIFIES STRATEGIES
• MODIFY INSTRUCTION
• UTILIZE REGULAR SCHOOL SERVICES
TEACHER EVALUATES STRATEGIES
PROBLEM SOLVED
FAILURE TO SOLVE
ALTERNATIVE STRATEGY APPLIED
FAILURE TO SOLVE
REFERRAL

LEARNING STYLE

HOW THE STUDENT . . .

- RECEIVES INFORMATION
- PROCESSES INFORMATION
- RETAINS INFORMATION
- EXPRESSES INFORMATION
- MANAGES TASKS

CONDITIONS UNDER WHICH THE STUDENT LEARNS

RATE OF LEARNING

I WOULD LEARN BEST THROUGH:

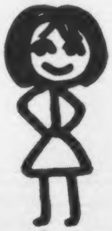
READING	LECTURE	DEMONSTRATION	PRACTICE	AUDIO-VISUAL MATERIALS	COMBINATION OF LECTURE, DEMONSTRATION AND PRACTICE

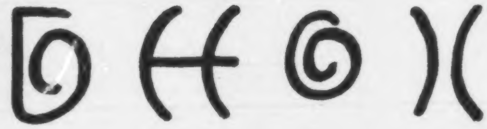
2.5

CODE-FOUR PICTURES

Mary

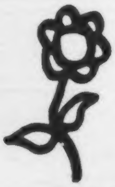
①

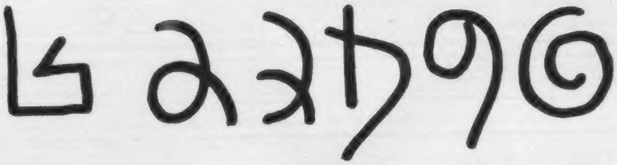




Flower

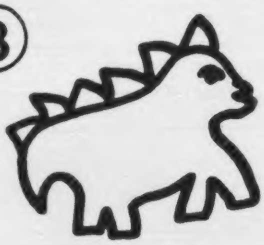
②

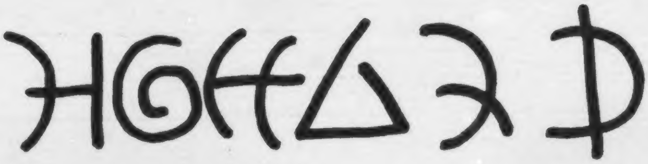




Dragon

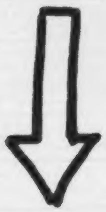
③

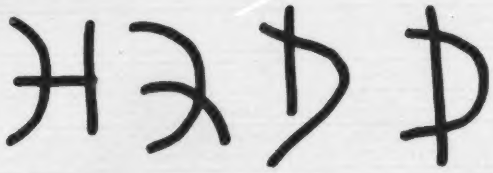




Down

④

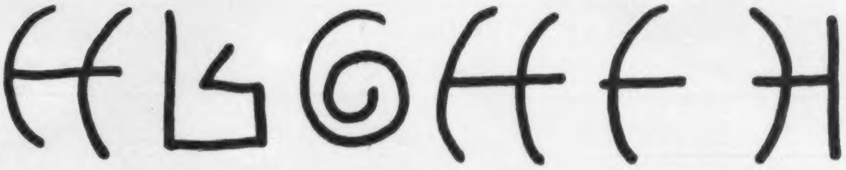




2.6

REVIEW WORDS

①



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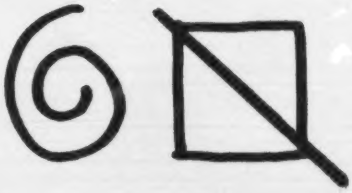

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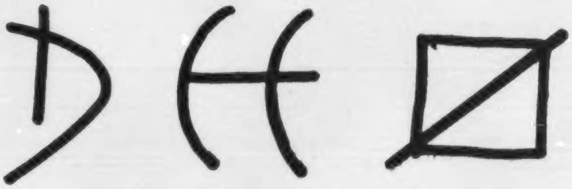

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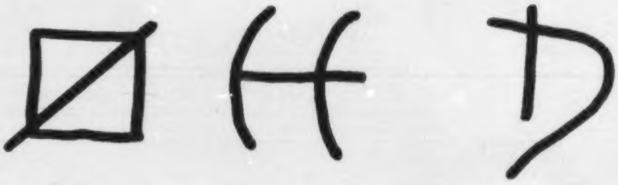

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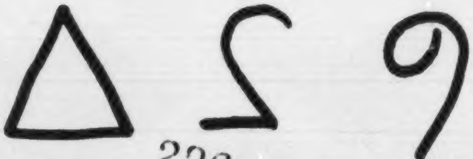
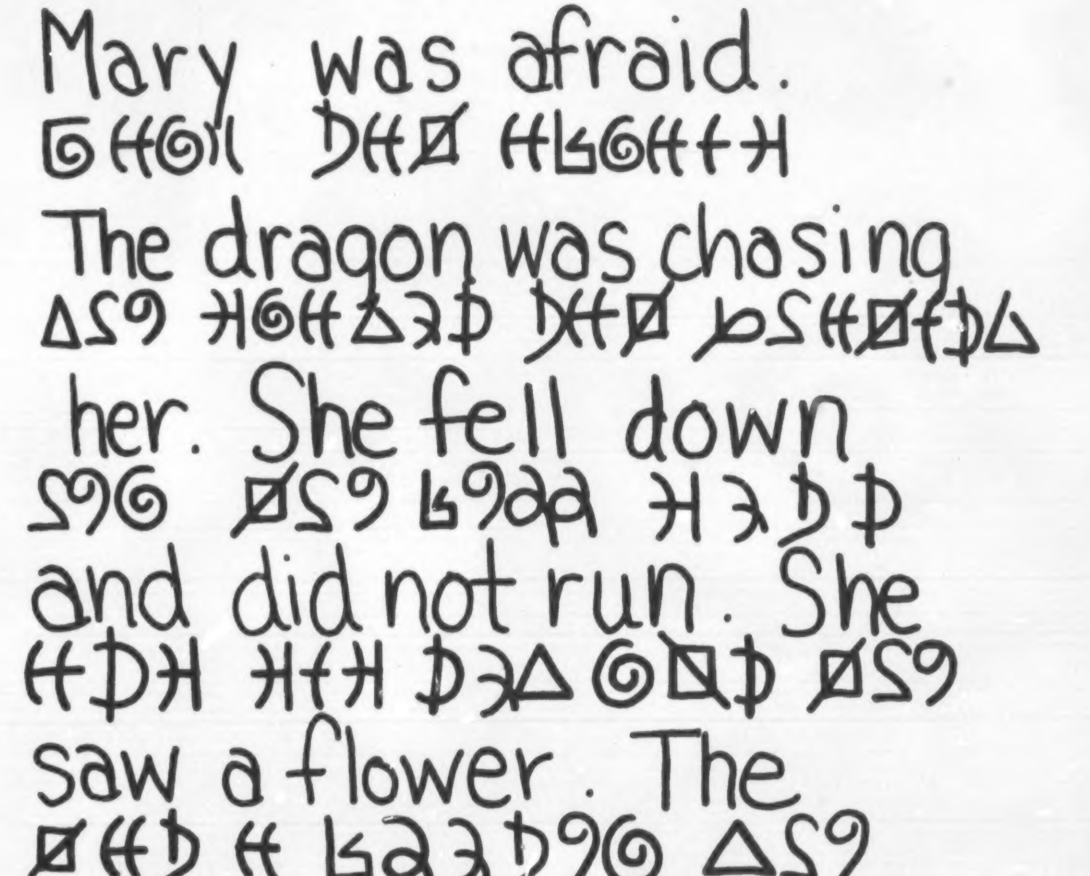


2.7

CODED TEST WITH ANSWERS



Mary was afraid.

The dragon was chasing her. She fell down and did not run. She saw a flower. The dragon saw the flower. The dragon gave the flower to Mary. Mary was not afraid.

2.8

TASK BREAKDOWN

SOCIO-CULTURAL FACTORS THAT AFFECT LEARNING

1. LANGUAGE BACKGROUND OF FAMILY
2. ATTITUDES, INTERESTS, VALUES, SELF-IMAGE
3. PARENTAL DEMANDS ON THE SCHOOL AND THE STUDENT
4. TEMPORARY FAMILY CRISIS OR PROBLEM HISTORY
5. SOCIO-ECONOMIC DIFFERENCES
6. PEER PRESSURES

2.10

FACTORS IN SCHOOL SYSTEMS THAT AFFECT LEARNING

1. ADMINISTRATIVE ORGANIZATION OF THE SCHOOL
    - A. DEMOCRATIC
    - B. AUTHORITARIAN
2. SCHOOL BUDGET
    - A. AMOUNT
    - B. CONTROL
3. PHYSICAL PLANT
    - A. AGE
    - B. ATTRACTIVENESS
    - C. COMFORT LEVEL
4. QUALITY OF INSTRUCTION
    - A. STAFF DEVELOPMENT PROGRAMS
    - B. TEACHER EXPERTISE (DEGREE LEVEL, YEARS OF EXPERIENCE)
    - C. RECOGNITION OF STUDENT INDIVIDUALITY
    - D. SCHEDULING (OPEN, TRACKING)
    - E. EDUCATIONAL ALTERNATIVES
5. COMMUNICATION
    - A. FORMAL, RESTRICTIVE
    - B. INFORMAL, FREE-FLOWING
6. TEACHER AND COMMUNITY ATTITUDES
    - A. STUDENT ADVOCACY
    - B. EXTRA-CURRICULAR ACTIVITIES

CONTINUOUS OR ANECDOTAL RECORDING

DATE: 3 December 1977

CHILD: John Doe

OCCURENCE:

Class was working on individual essays. John turned to the boy behind him and accused him of pushing his desk into John's back. Boy denied. John stood and shoved his desk at boy. Threw all books and papers off both desks. Had to be pulled off boy by other students.

WHEN: Following Social Studies essay assignments.

DESCRIPTIVE VS. INTERPRETATIVE STATEMENTS

DESCRIPTIVE STATEMENTS

OBJECTIVE RECORDING OF THAT WHICH IS SEEN AND/OR HEARD CONCERNING A SPECIFIC EVENT

THE BOY THREW UP HIS HANDS AND SHOUTED, "I HATE SCHOOL".

INTERPRETATIVE STATEMENTS

SUBJECTIVE RECORDING OF THAT WHICH IS SEEN AND/OR HEARD CONCERNING A SPECIFIC EVENT

THE BOY WAS **ANGRY.**

DEBBIE MISSED **MANY** OF HER CLASSES.

HE IS A **HYPERACTIVE** BOY.

FREQUENCY COUNTING

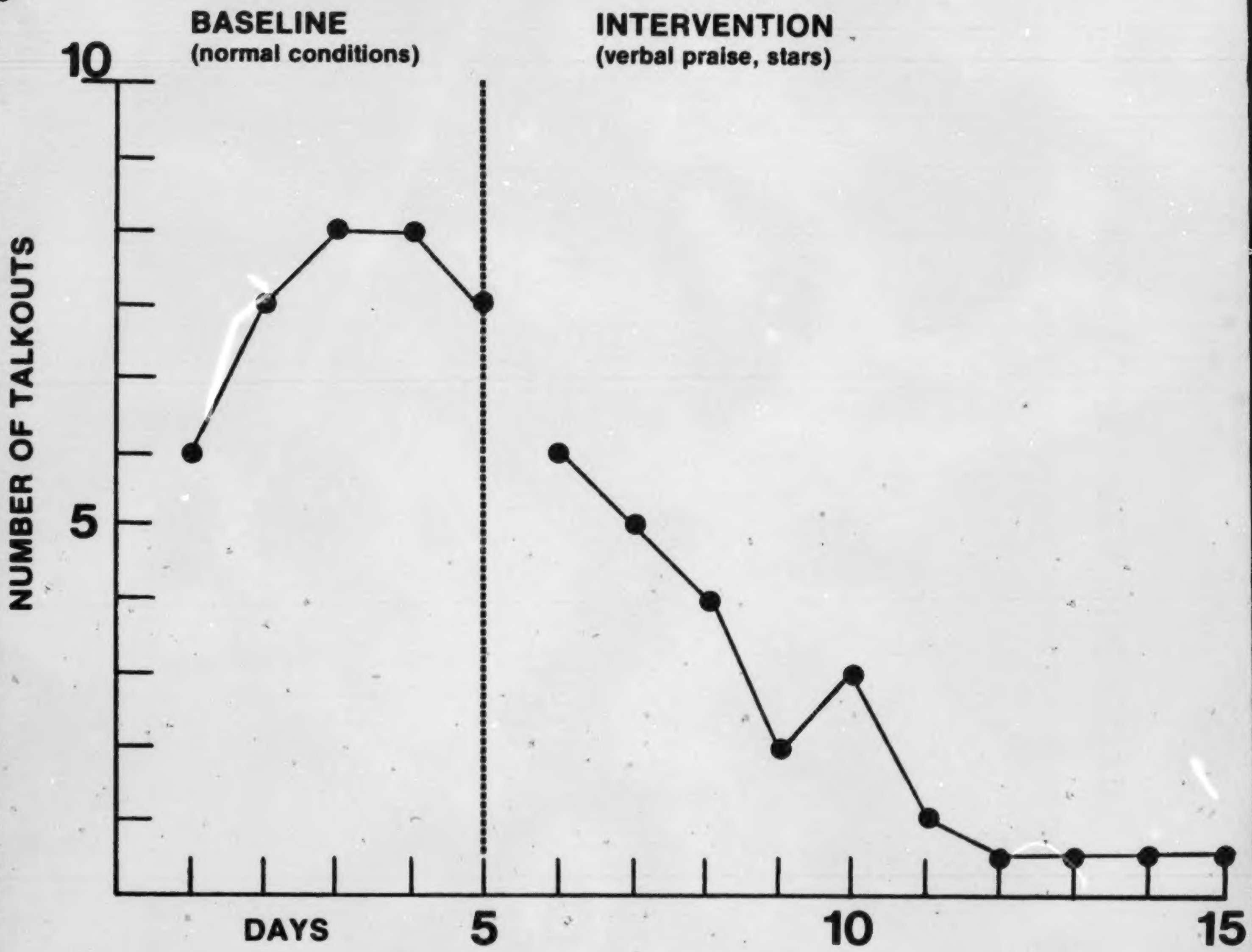
STUDENT Jane

SETTING Rm. 209 Algebra Class **TIME** 10:00 - 10:40

BEHAVIOR Talking out in class

DATE: 2/9/79 ~~||||~~ |
2/10/79 ~~||||~~
2/11/79 ~~||||~~ ||

3


BASELINE
(normal conditions)
INTERVENTION
(verbal praise, stars)
10
5
NUMBER OF TALKOUTS
DAYS
5
10
15

SIX AREAS OF EDUCATIONAL ASSESSMENT

1. SOCIAL/BEHAVIORAL/EMOTIONAL ADJUSTMENT
2. PHYSICAL APPEARANCE
   GROSS MOTOR ABILITY
3. PERCEPTUAL-MOTOR SKILLS
4. VERBAL COMMUNICATION
5. WRITTEN COMMUNICATION
6. CONTENT AREA SUBJECTS

PARAGRAPH READING TEST

1. SELECT A PARAGRAPH FROM THE STUDENT'S TEXT
2. CONSTRUCT FOUR COMPREHENSIVE QUESTIONS

   ASK THE STUDENT TO:

   A. DEFINE A KEY WORD IN THE PARAGRAPH
   B. RECALL A SPECIFIC IDEA
   C. RECALL A MAIN IDEA
   D. MAKE AN INFERENCE

TASK ANALYSIS IS A PROCESS OF . . .

- ISOLATING
- DESCRIBING
- SEQUENCING

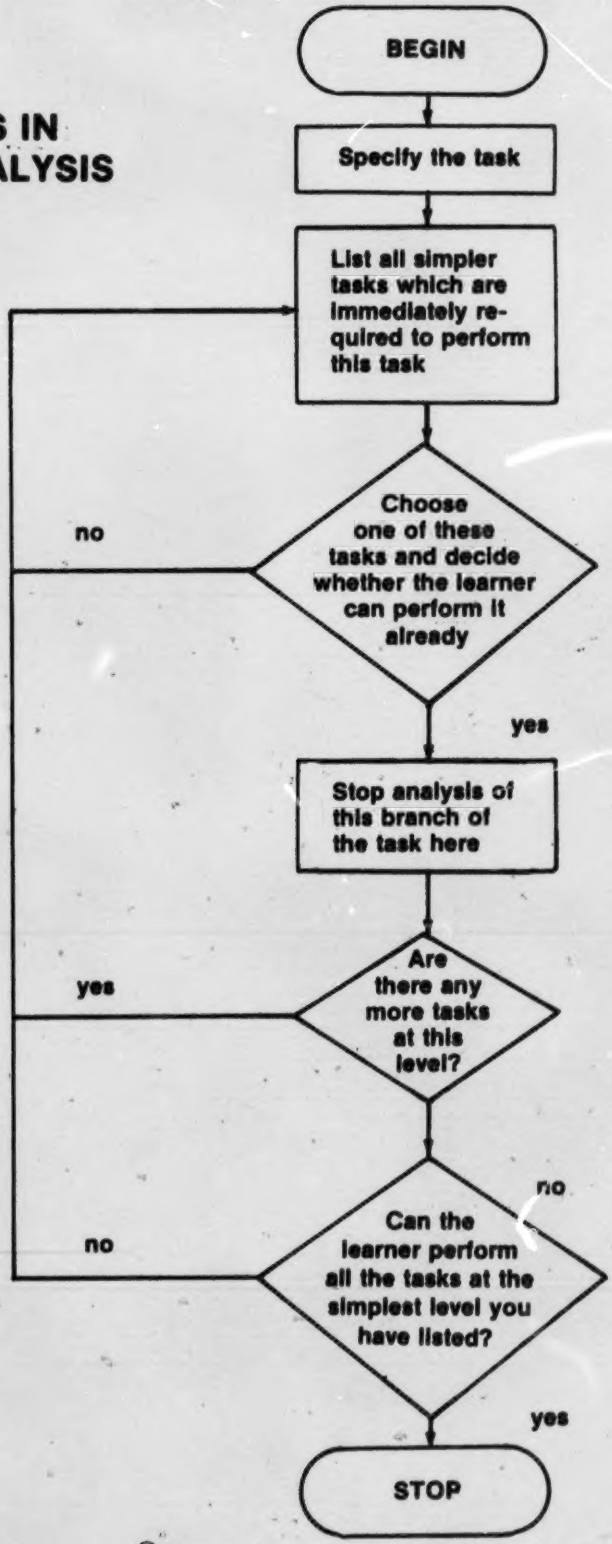
ALL NECESSARY SUBTASKS

TASK ANALYSIS CAN BE USED FOR . . .

- INSTRUCTION
- DIAGNOSIS
- EVALUATION

2.17

STEPS IN TASK ANALYSIS

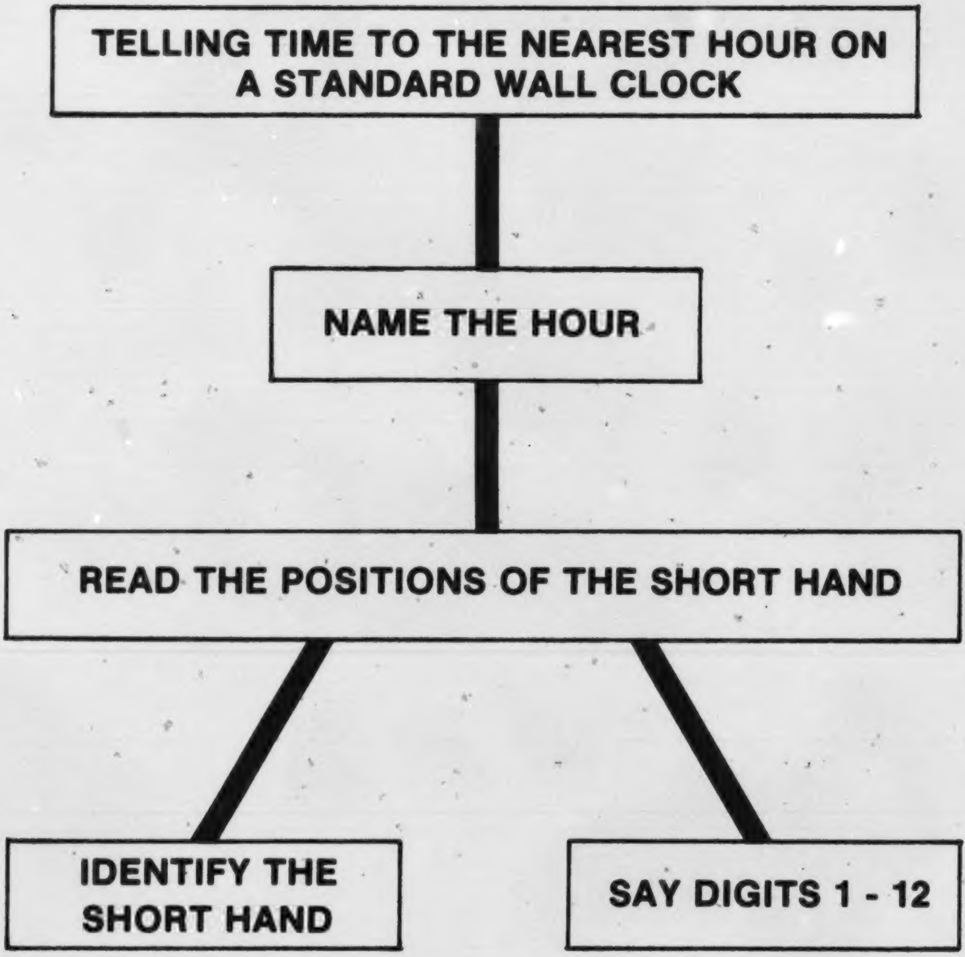

BEGIN
Specify the task
List all simpler tasks which are immediately required to perform this task
Choose one of these tasks and decide whether the learner can perform it already
no
yes
Stop analysis of this branch of the task here
Are there any more tasks at this level?
yes
no
Can the learner perform all the tasks at the simplest level you have listed?
no
yes
STOP

BASIC STEPS IN TASK ANALYSIS

1. SPECIFY THE MAIN TASK.
2. IDENTIFY SUBTASKS AT THE NEXT EASIEST LEVEL.
3. TREAT EACH SUBTASK AS A MAIN TASK. REPEAT PROCEDURE.
4. STOP THE ANALYSIS WHEN A SUBTASK REACHES PUPIL'S ENTRY LEVEL.

2.19

TASK ANALYSIS: TELLING TIME


TELLING TIME TO THE NEAREST HOUR ON A STANDARD WALL CLOCK

NAME THE HOUR

READ THE POSITIONS OF THE SHORT HAND

IDENTIFY THE SHORT HAND

SAY DIGITS 1 - 12

STRUCTURING A LEARNING SEQUENCE

LEARNING SEQUENCE:

SHOWS THE ORDER IN WHICH YOUR LEARNERS SHOULD PROCEED THROUGH THE LIST OF SUBTASKS UNTIL THEY CAN PERFORM THE MAIN TASKS.

TO ESTABLISH A LEARNING SEQUENCE:

1. PROCEED FROM THE **EASIEST** TO THE **HARDEST TASK.**
2. AT ANY GIVEN LEVEL OF DIFFICULTY, **BEGIN** WITH THE SUBTASK THAT WILL BE **MOST FREQUENTLY USED.**

CRITERIA FOR TASK ANALYSIS:

1. RELEVANCE
2. COMPLETENESS
3. TRIVIALITY
4. NECESSITY
5. REDUNDANCY

INDICATORS OF ACADEMIC PROBLEMS

STUDENT'S INABILITY TO:

. . . COMPREHEND WRITTEN MATERIAL

. . . COMPLETE ASSIGNMENTS

. . . FOLLOW DIRECTIONS

. . . PRODUCE LEGIBLE WORK

. . . WORK ON GROUP LEVEL

. . . PARTICIPATE/UNDERSTAND ORAL DISCUSSIONS AT THE GROUP LEVEL

. . . ORGANIZE AND REFINE INFORMATION

INDICATORS OF SOCIO-EMOTIONAL PROBLEMS

EPISODES OF:

. . . VIOLENCE

. . . AGGRESSION

. . . INATTENTION

. . . FRUSTRATION

. . . DISREGARD FOR RULES AND REGULATIONS

. . . ATTENTION-GETTING BEHAVIORS
(TALKING OUT, OUT OF SEAT, NOISY)

. . . IMPULSIVITY OR LOSS OF CONTROL

. . . WITHDRAWAL

IN SCHOOL SOLUTIONS:

UTILIZATION OF REGULAR SCHOOL SERVICES

I. CUMULATIVE RECORDS

II. ROUTINE VISION AND HEARING SCREENING

III. SUPPORT PROGRAMS

- A. TITLE I
- B. REMEDIAL READING
- C. SCHOOL VOLUNTEERS/COLLEGE INTERNS

IV. SCHOOL PROFESSIONALS

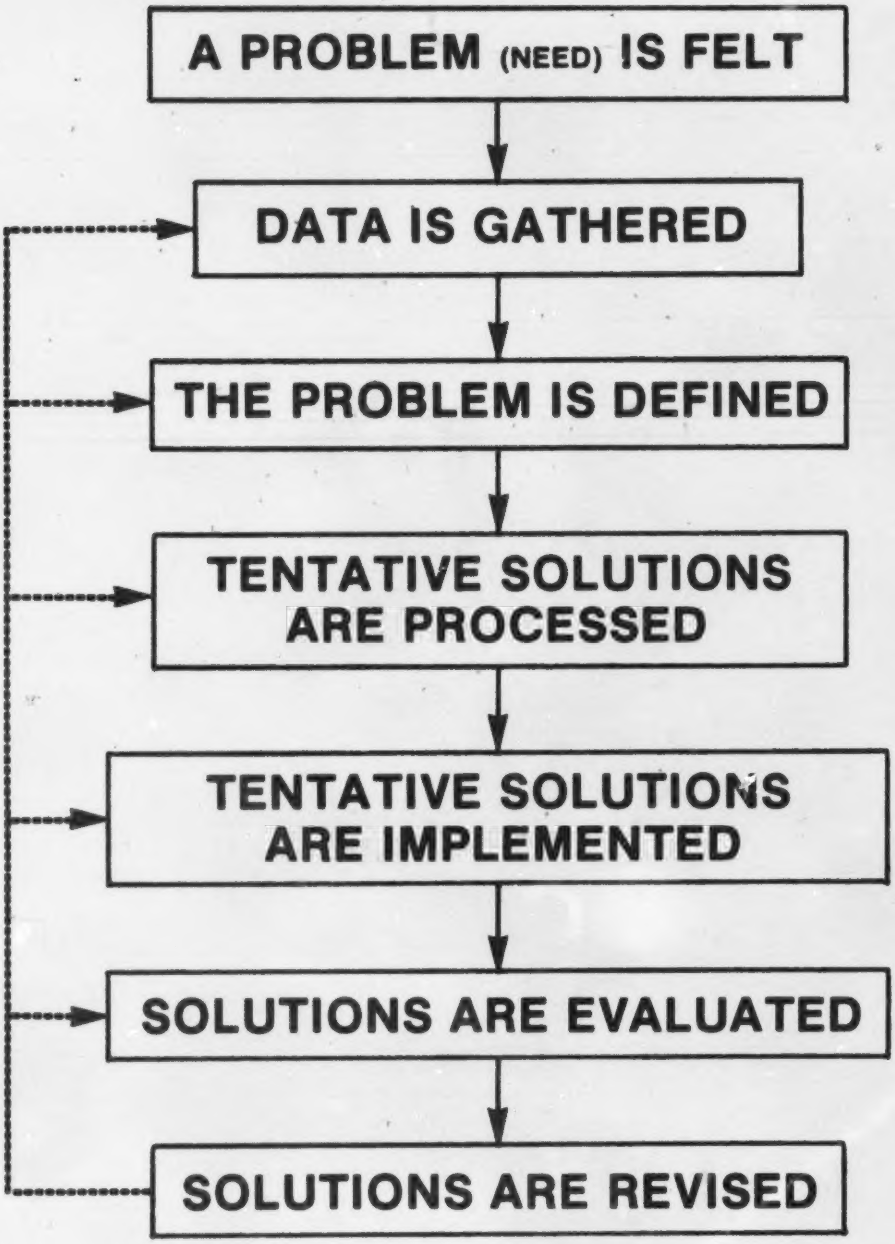
- A. GUIDANCE COUNSELORS
- B. PUPIL ADJUSTMENT COUNSELORS
- C. SCHOOL PSYCHOLOGISTS
- D. SPECIAL SUBJECT TEACHERS
  1. Music
  2. Art
  3. Vocational
  4. Physical Education
  5. Home Economics

COMPONENTS OF THE INDIVIDUALIZED EDUCATIONAL PLAN

- STUDENT PROFILE, INCLUDING ADDITIONAL INFORMATION
- CURRENT LEVELS OF PERFORMANCE
- STUDENT-CENTERED GOALS
- TEACHING APPROACHES AND METHODOLOGIES
- MONITORING AND EVALUATION TECHNIQUES
- SPECIALIZED EQUIPMENT AND MATERIALS
- STUDENT-CENTERED SPECIFIC OBJECTIVES
- SPECIAL EDUCATION SERVICE DELIVERY PLAN

3.2

THE DECISION-MAKING PROCESS


A PROBLEM (NEED) IS FELT

DATA IS GATHERED

THE PROBLEM IS DEFINED

TENTATIVE SOLUTIONS ARE PROCESSED

TENTATIVE SOLUTIONS ARE IMPLEMENTED

SOLUTIONS ARE EVALUATED

SOLUTIONS ARE REVISED

POINTS FOR DECISION-MAKING

KINDS OF DECISIONS

STUDENT-CENTERED GOALS, SPECIFIC STUDENT-CENTERED OBJECTIVES, TEACHING APPROACH/ METHODOLOGY, ON-GOING EVALUATION AND MONITORING TECHNIQUES, SERVICE PLAN DELIVERY

BASES FOR DECISIONS

STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE (BASED ON FORMAL AND INFORMAL ASSESSMENTS)

POINTS AT WHICH DECISION IS MADE

DATES OF THE IEP MEETING(S)

STUDENT PROFILE

LEARNING STYLE

HOW THE STUDENT . . .

- RECEIVES . . .
- PROCESSES . . .
- RETAINS . . .
- EXPRESSES INFORMATION

HOW THE STUDENT MANAGES A TASK

THE RATE THE STUDENT LEARNS

THE CONDITIONS UNDER WHICH (S)HE LEARNS (MOTIVATIONS, INTERESTS)

PHYSICAL CONSTRAINTS

STRENGTHS AND WEAKNESSES IN COGNITIVE AND AFFECTIVE DOMAINS

A STUDENT PROFILE SUMMARY

	RECEPTION			PROCESS			RETENTION				EXPRESSION		
	V	A	P-M	V	A	P-M	V	V-M	A	P-M	V-M	Ve	P-M
STRENGTHS													
WEAKNESSES													

Ve = verbal
V = visual
A = auditory

P-M = perceptual motor
V-M = visual motor

INFORMAL AND FORMAL ASSESSMENT

- NORM-REFERENCED GROUP TESTS
- NORM-REFERENCED INDIVIDUAL AND GROUP DIAGNOSTIC TESTS
- CRITERION-REFERENCED TESTS
- RATING SCALES
- INFORMAL TEACHER-MADE TESTS
- DIAGNOSTIC TEACHING LESSONS
- INTERVIEWS
- OBSERVATION

CURRENT LEVELS OF PERFORMANCE

--- DESCRIBE WHAT A STUDENT CAN AND CANNOT DO

--- SHOULD INDICATE THE STUDENT'S ENTRY LEVEL

--- CAN BE DETERMINED FOR ACADEMIC SKILLS, SOCIAL ADJUSTMENT, SELF-HELP SKILLS, LANGUAGE SKILLS, PRE-VOCATIONAL AND VOCATIONAL SKILLS

CRITERIA FOR GENERAL STUDENT-CENTERED GOALS:

... GOALS SHOULD BE BASED ON THE STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE

... GOALS ARE A GUIDE TO PROGRAM PLANNING AND IMPLEMENTATION

... GOAL STATEMENTS INCLUDE DESIRED CHANGES IN SPECIFIC SKILL AREA

... GOALS INDICATE DIRECTION OF CHANGE AND DESIRED OR EXPECTED LEVELS OF CHANGE

GOALS SHOULD BE PLACED IN ORDER OF PRIORITY BASED ON:

... THE TEAM CONSENSUS

... THE EMPIRICAL AND LOGICAL ARRANGEMENT OF TASKS

... CRITICAL NEEDS

... PRIOR EXPERIENCES, INSTRUCTION, AND AGE

TEACHING APPROACHES AND METHODS

... IMPLEMENTATION STAGE OF THE IEP

... BASED ON STUDENT PROFILE AND CURRENT LEVELS OF PERFORMANCE

... GOALS SPECIFY AREAS OR DOMAINS

... DEVELOPED BY THE SERVICE PROVIDER

STATEMENT OF TEACHING APPROACH/METHODOLOGY SHOULD INCLUDE:

... THE TYPE OF TEACHING APPROACH OR METHOD

... THE TYPE OF ACTIVITY

EXAMPLE: TYPE OF TEACHING APPROACH — USE OF MANIPULATIVE MATERIALS

TYPE OF ACTIVITY — CLOTHES PINS FOR DEVELOPING THE CONCEPT OF ONENESS, TWONESS

TEACHING APPROACHES

. . . LEARNING STYLES

. . . TASKS OR CONTEXT

. . . ENVIRONMENT

EXAMPLES OF TEACHING STRATEGIES

--- USE OF MANIPULATIVE MATERIALS
--- USE SMALL, SEQUENTIAL STEPS
--- USE MODELS
--- DEMONSTRATE TASKS
--- PROVIDE PRACTICE

MONITORING AND EVALUATION TECHNIQUES MEASURE:

(1) STUDENT'S PROGRESS TOWARD STUDENT-CENTERED OBJECTIVES AND ANNUAL GOALS

(2) EFFICACY OF TEACHING STRATEGIES AND SERVICE DELIVERY PLAN

STEPS IN MONITORING AND EVALUATION PROCESS

STEP ONE

TEAM DECISIONS ON GOALS, OBJECTIVES, TEACHING METHODS, SERVICE DELIVERY PLANS

STEP TWO

TEAM DECISIONS FOR MONITORING AND EVALUATION STRATEGIES

STEP THREE

EACH SERVICE PROVIDER DESIGNS AND IMPLEMENTS SPECIFIC MONITORING AND EVALUATION STRATEGIES

STEP FOUR

MONITORING AND EVALUATION RESULTS ARE REPORTED IN QUARTERLY AND ANNUAL REVIEWS

MONITORING AND EVALUATION STRATEGIES

- **INFORMATION GATHERING**

- **RECORD KEEPING**

- **ANALYSIS**

3

DATA COLLECTION

DIRECT

- CRITERION-REFERENCED TESTS
  (Commercial and Teacher-Made)
- PROBES
- DIAGNOSTIC TEACHING LESSONS
- SYSTEMATIC OBSERVATION SYSTEMS
- COMMERCIAL WORKSHEETS
- UNIT TESTS

CONTINUOUS

- DAILY
- PERIODICALLY
  (e.g., three times per week)

3.14

TYPES OF RECORD KEEPING SYSTEMS

TALLY SHEETS

NAME ____________________

DATE ____________________

TIME ____________________

BEHAVIOR: Volunteering Information in Reading Circle

ACTION: Number Of Times Raised Hand

CODING SHEETS

H = HITTING
T = THROWING
P = PITCHING

12:00			12:05			12:10		
H	T	P	H	T	P	H	T	P

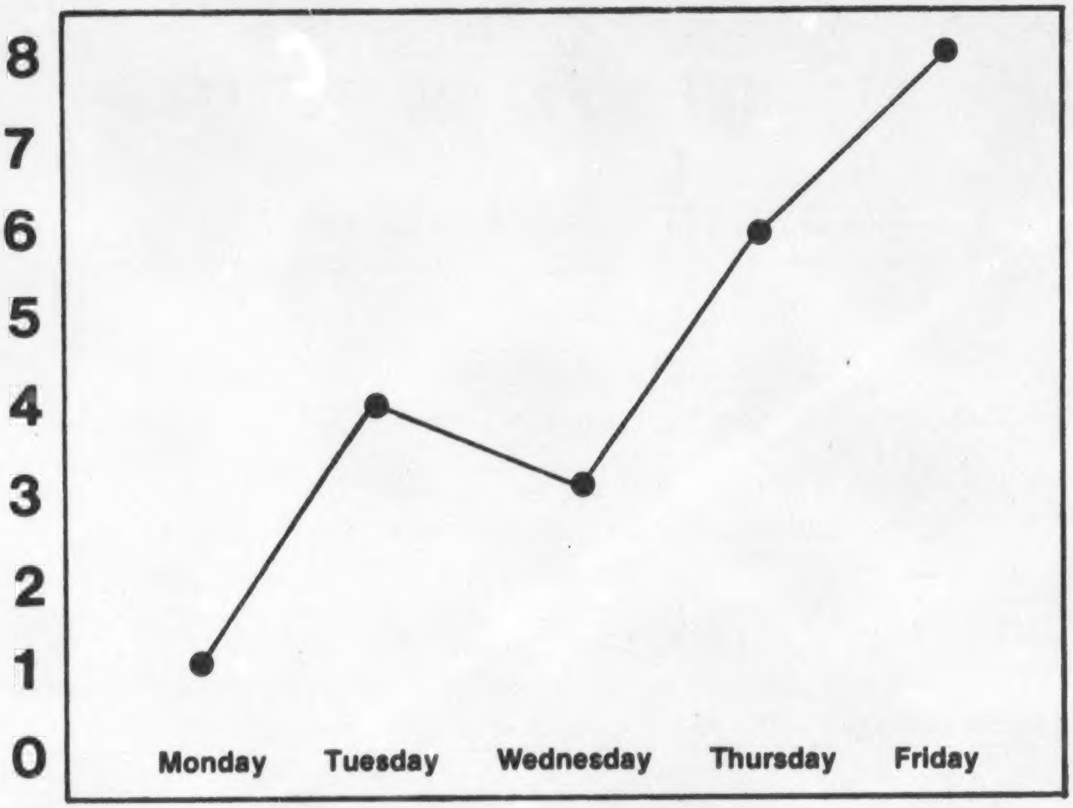
CHECKLISTS

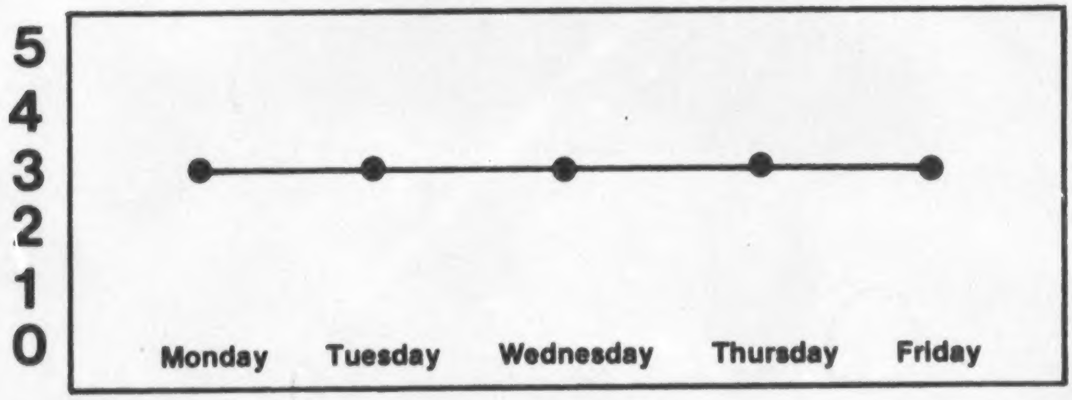
WORD	M	T	W	Th	F
AT	-	+	+	+	+
MAT	-	-	-	+	+
CAR	-	-	+	+	+
MOTHER	-	-	-	-	-
CARE	+	+	+	+	+
SURE	-	-	-	-	-
IT	+	+	+	+	+
SAT	+	+	+	+	+
IN	+	+	+	+	+

CHECKLISTS

MATH	MET	CANNOT
OBJECTIVE 1		
OBJECTIVE 2		
OBJECTIVE 3		
OBJECTIVE 4		

3.15


SPELLING WORDS


MATH FACT

MAJOR COMPONENTS OF SPECIFIC OBJECTIVES

1. **THE CONDITION - (where, when)**
   A statement of the circumstances in which the behavior will occur.

   "Given 220 sight words on flash cards . . ."
   "During lunch period, seated with peers . . ."

2. **THE LEARNER - (who)**
   The individual who is to perform the behavior

   The student will . . .   Susan will . . .

3. **THE BEHAVIOR - (what)**
   Exactly what you want the student to do. It is an observable, measurable, and repeatable activity

   walk   say   point to
   read   draw   sit

4. **CRITERIA - (how)**
   How well the behavior is to be performed before proceeding to the next task.

   ". . . 80% accuracy within ten minutes."
   ". . . without hitting or kicking for 5 consecutive days."

COMPONENTS OF A SPECIFIC OBJECTIVE

CONDITION LEARNER BEHAVIOR CRITERIA

While filing to the lunchroom with his peers ____________________

Darrell ____________________

will walk ____________________

without hitting other students for five consecutive days as judged by two observers ____________________

TYPES OF SERVICES

. . . BASED ON GOALS, INSTRUCTIONAL OBJECTIVES

. . . COMPREHENSIVE AND INTEGRATED

. . . LEAST RESTRICTIVE SETTINGS

CRITERIA FOR MOVEMENT TO LESS RESTRICTIVE ENVIRONMENT

. . . **MINIMAL ENTRY SKILLS** (INDEPENDENCE IN LEARNING)

. . . **ACCOMODATIONS IN LESS RESTRICTIVE ENVIRONMENT**

4.1

CRITERIA FOR BEHAVIORALLY-SPECIFIC QUESTIONS

1. QUESTIONS SHOULD BE BASED ON THE MAJOR CONCERNS EXPRESSED IN THE REFERRAL.

2. QUESTIONS SHOULD BE WRITTEN IN CONCISE, CLEAR LANGUAGE, USING DESCRIPTIVE TERMS AND SHOULD AVOID TECHNICAL LANGUAGE.

3. QUESTIONS SHOULD BE STATED IN TERMS OF STRENGTHS AND WEAKNESSES IN APEAS OF CONCERN RATHER THAN IN TERMS OF COLLAPSED SCORES ON TESTS.

4. QUESTIONS SHOULD BE RELEVANT TO POSSIBLE PROGRAMMING SUGGESTIONS.

5. QUESTIONS SHOULD NOT BE BASED ON BEHAVIORAL OBSERVATIONS.

ASSESSMENT SHOULD BE:

. . . BASED ON THE MAJOR CONCERNS BY THOSE AFFECTED (TEACHERS, PARENT, STUDENTS)

. . . BEHAVIORALLY SPECIFIC RATHER THAN BASED ON A TYPICAL ASSESSMENT BATTERY ADMINISTERED TO ALL STUDENTS

. . . UTILIZED FOR THE PURPOSE OF DETERMINING APPROPRIATE PROGRAMS

BIAS IN ASSESSMENT

... OVERUSE OF STANDARDIZED TESTS

... USE OF STANDARDIZED TESTS FOR MINORITY STUDENTS

... MISUSE OF STANDARDIZED TESTING

SOLUTIONS

... COLLECT DATA FROM MULTIPLE SOURCES

- HOME
- SCHOOL
- PEER GROUPS

... USE VARIETY OF ASSESSMENT TOOLS

- CRITERION-REFERENCED TESTS
- RATING SCALE
- FORMAL AND INFORMAL OBSERVATIONS
- CHECKLISTS

... TESTING IN THE STUDENT'S OWN LANGUAGE

... EXAMINE NORMING POPULATION AND ITEM CONTENT OF TEST TO INSURE ADEQUACY FOR MINORITY STUDENTS

... CHECK VALIDITY AND RELIABILITY OF INFORMATION IN TEST MANUALS AND PROFESSIONAL JOURNALS

4.4

BIAS IN INFORMATION-GATHERING

CHECK:

... TEST SETTING (TEMPERATURE, NOISE LEVEL, SPACE, LIGHTING, FURNITURE)

... EXPERIENCE OF EXAMINER IN TEST ADMINISTRATION AND INTERPRETATION

... ATTITUDE OF EVALUATOR TOWARD MINORITY STUDENTS

... RAPPORT BETWEEN EXAMINER AND STUDENT

... EVALUATOR'S DEPENDENCE ON STUDENT'S PAST HISTORY

BIAS WILL HAVE A NEGATIVE EFFECT ON THE STUDENT'S PERFORMANCE

FORMAT OF INFORMATION

MOST HELPFUL INFORMATION

. . . ADDRESSES MAJOR AREAS OF CONCERN

. . . IS WRITTEN IN EDUCATIONALLY RELEVANT TERMS

LEAST HELPFUL INFORMATION

. . . DOES NOT ADDRESS THE AREA OF CONCERN

. . . DOES LITTLE TO EXPLAIN THE CURRENT SITUATION

. . . IS NOT WRITTEN IN EDUCATIONALLY RELEVANT TERMS

JUDGING DIAGNOSTIC STATEMENTS*

INFORMATIONAL STATEMENTS

BASED ON BEHAVIOR THAT HAS BEEN QUANTIFIED, e.g. A FULL SCALE I.Q. OF 105.

INFERENTIAL STATEMENTS

BASED ON THE "UNKNOWN ON THE BASIS OF THE KNOWN." FOR EXAMPLE, SUCH STATEMENTS AS "AUDITORY PROCESSING DEFICITS ARE THE CAUSE OF JOHN'S DIFFICULTY IN READING" ARE BASED ON INFERENCE RATHER THAN KNOWN INFORMATION.

JUDGEMENTAL STATEMENTS

A STATEMENT WHICH IS A "DECISION ABOUT WHAT ACTION SHOULD BE TAKEN". IN DIAGNOSTIC REPORTS, JUDGEMENTAL STATEMENTS ARE OFTEN PRESENTED AS RECOMMENDATIONS.

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*From Mary Ross Moran. "The Teacher's Role in Referral for Testing and Interpretation of Reports". **Focus on Exceptional Children**, November 1976.

4.7

CHECKLIST FOR ASSESSMENT INFORMATION

DOES THE INFORMATION INCLUDE:	YES	NO
• HEALTH STATUS	____	____
• PREVIOUS INTERVENTION RESULTS	____	____
• COGNITIVE STRENGTHS AND WEAKNESSES	____	____
• MOTOR SKILLS PERFORMANCE	____	____
• SOCIAL AND EMOTIONAL STRENGTHS AND WEAKNESSES	____	____
• OBSERVATION OF ENVIRONMENTAL INTERACTIONS	____	____
• STUDENT'S SELF-ASSESSMENT	____	____
DOES THE ASSESSMENT COME FROM:		
• MULTIPLE SOURCES	____	____
IS DIAGNOSTIC INFORMATION:		
• PRESENTED IN BEHAVIORALLY SPECIFIC TERMS	____	____
• EDUCATIONALLY RELEVANT	____	____
• BASED ON MAJOR AREAS OF CONCERN	____	____
• BASED ON FACTUAL INFORMATION	____	____
CAN TEAM MEMBERS DIFFERENTIATE BETWEEN:		
• FACTUAL, INFERENTIAL AND JUDGEMENTAL STATEMENTS	____	____

GROUP PROCESS SKILLS

LISTEN ACTIVELY
- Establish eye contact
- Use non-verbal and verbal gestures to confirm that you are listening
- Be attentive at all times

ESTABLISH A FLOW OF CONVERSATION
- Establish time limits for discussion on each point
- Tie similar points to each other

CLARIFY GOALS
- Establish an agenda
- Work together to come to agreed upon tasks

PROBE
- Do not ask all yes-no questions
- Obtain all necessary information

DO NOT USE TECHNICAL JARGON
- Use simple, clear language
- Define your terms

RESOLVE CONFLICTS
- Strive for workable compromises
- Strive for active participation
- Listen to all sides

CLARIFY STATEMENTS
- Restate comments in your own words
- Ask participants if your understanding of their comments is correct

SUMMARIZE MAJOR POINTS
- After each point, summarize salient points of discussion
- Display these for all participants to see

4.9

PASSIVE PERSON	AGGRESSIVE PERSON	ASSERTIVE PERSON
DOES NOT EXPRESS:	**EXPRESSES:**	**EXPRESSES:**
• Needs • Feelings • Ideas Allows People To Infringe On Rights	• Feelings • Needs • Ideas At The Expense Of Others	• Feelings • Needs • Ideas Without Violating Rights Of Others
BEHAVIOR IS:	**BEHAVIOR IS:**	**BEHAVIOR IS:**
• Inhibited • Indirect • Self-Denying • Emotionally Dishonest	• Defensive • Hostile • Overpowering • Manipulative	• Emotionally Honest • Direct • Expressive • Self-Enhancing
DOES NOT ACHIEVE GOALS AND FEELS:	**MAY ACHIEVE GOALS BUT FEELS:**	**MAY ACHIEVE GOALS AND FEELS:**
• Anxious • Disappointed • Angry • Resentful	• Self-Righteous • Guilty • Frustrated • Alone	• Confident • Good
AVOIDS CONFLICT	**NOT WILLING TO:**	**WILLING TO:**
	• Compromise • Negotiate	• Compromise • Negotiate

STYLES OF COMMUNICATION

YOU ARE AT A TEAM EVALUATION MEETING. A PSYCHOLOGIST SPEAKS UP AND URGES THE GROUP TO SEEK PRIVATE PLACEMENT FOR YOUR STUDENT. YOU DISAGREE WITH THE IDEA AND THE DATA HE HAS COLLECTED. YOU . . .

1. SAY, "YOU'RE RIDICULOUS. YOU DON'T EVEN KNOW WHAT YOU ARE TALKING ABOUT."
2. SAY NOTHING, EVEN THOUGH YOU DON'T AGREE.
3. REPLY, "I HEARD YOUR RECOMMENDATIONS, BUT I DISAGREE WITH YOU. I SEE A DIFFERENT TYPE OF BEHAVIOR IN MY CLASSROOM AND WOULD LIKE YOU TO LISTEN TO MY POINT OF VIEW."
4. WHISPER TO THE PERSON SITTING NEXT TO YOU THAT YOU DISAGREE WITH THE REPORT.
5. SAY, "I DO NOT KNOW MUCH ABOUT THIS. I'M ONLY THE CLASSROOM TEACHER."

WAYS TO BE ASSERTIVE

... BE PERSISTENT ABOUT LETTING OTHERS KNOW WHAT YOU WANT AND HOW YOU FEEL WITHOUT GETTING ANGRY, IRRITATED, OR LOUD

... BE READY TO COMPROMISE AND NEGOTIATE

... COMPROMISE

... ADMIT YOUR MISTAKES

... LET OTHERS KNOW YOU HEAR THEM AND UNDERSTAND

YOU HAVE THE RIGHT TO:

... DISLIKE OTHERS
... CHANGE YOUR MIND
... DISAGREE
... MAKE REQUESTS
... STATE YOUR FEELINGS
... MAKE REFUSALS
... MAKE MISTAKES
... SAY "NO"

... ASK FOR MORE INFORMATION AND/OR VERIFICATION FROM OTHER PROFESSIONALS

... SAY "I DON'T KNOW" OR "I DON'T UNDERSTAND"

4.12

CRITERIA FOR STUDENT'S PARTICIPATION IN TEAM MEETINGS

STUDENTS SHOULD PARTICIPATE IN THE TEAM MEETING IF S/HE:

... CAN EXPRESS LIKES AND DISLIKES TO THE GROUP OR CAN BE UNDERSTOOD BY ONE PARTICIPANT WHO CAN INTERPRET THESE LIKES AND DISLIKES TO THE GROUP

... CAN ENGAGE IN LOGICAL THINKING

... IS TO PLAY A MAJOR ROLE IN THE IMPLEMENTATION OF THE PROGRAM (E.G. WORK STUDY PROGRAM)

... GOALS ARE TO BE AFFECTED BY THE DECISIONS AT THE MEETING, FOR EXAMPLE, A REMEDIAL READING COURSE MAY CLOSE OUT THE STUDENT'S OPTIONS TO TAKE PRE-VOCATIONAL COURSES

... IS OVER EIGHTEEN

LEGALLY, THIS DECISION IS THE RESPONSIBILITY OF THE PARENTS UNTIL THE STUDENT IS OF MAJORITY AGE

REVIEW/REVISION PROCESS

. . . A periodic evaluation of conditions prescribed in the I.E.P. It represents the formative assessment of the existing I.E.P. to make revisions, additions, deletions, or modifications, if necessary.

MORRISSEY AND SAFER, 1976

. . . Review is the description of the individual in interaction with his educational plan and placement.

GIBBONS, TRACY, and KLADDER, 1976

PURPOSES FOR REVIEW AND REVISION

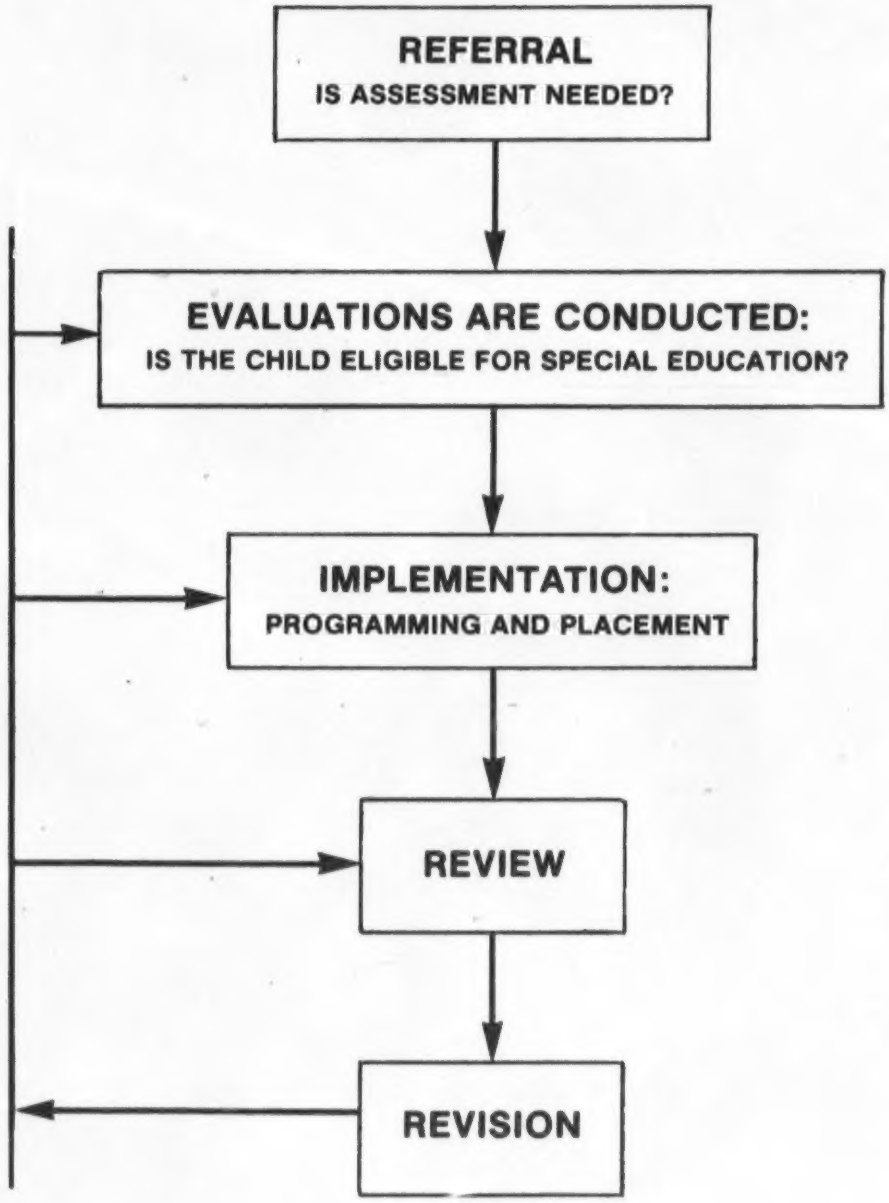
1. ALLOWS THE IMPLEMENTERS TO MAKE CHANGES IN I.E.P.'S BASED UPON SYSTEMATIC FEEDBACK FROM THE CHILD'S PERFORMANCE.

2. PROVIDES THE EVALUATION TEAM INFORMATION THAT CAN BE USED IN JUDGING THE APPROPRIATENESS OF THE PLAN AND THE QUALITY OF IMPLEMENTATION.

3. MAKES LOCAL, STATE, AND NATIONAL OFFICIALS ACCOUNTABLE FOR THE AVAILABILITY OF INDIVIDUAL PROGRAMMING NEEDS.

5.3

REVIEW/REVISION: CRUCIAL STEPS IN THE DECISION-MAKING PROCESS


REFERRAL
IS ASSESSMENT NEEDED?
EVALUATIONS ARE CONDUCTED:
IS THE CHILD ELIGIBLE FOR SPECIAL EDUCATION?
IMPLEMENTATION:
PROGRAMMING AND PLACEMENT
REVIEW
REVISION

5.4

REVIEW AND REVISION PROCESS

WHAT TO REVIEW AND REVISE

- STUDENT PROFILE
- LEVELS OF PERFORMANCE
- GENERAL GOALS
- TEACHING APPROACH/
- METHODOLOGY
- SPECIFIC OBJECTIVES
- EVALUATION PROCEDURE
- SERVICE DELIVERY
- CRITERIA FOR MOVEMENT

WHEN

... AT LEAST ANNUALLY (P.L. 94-142)
... QUARTERLY AND ANNUAL (SENATE BILL 766)
... WHEN REQUESTED BY PARENT(S), SERVICE PROVIDERS, AND STUDENT (WHEN APPROPRIATE)
... EVERY THREE YEARS

WHO

... PARENTS
... STUDENT
... SERVICE PROVIDERS
... LIAISON

FORM

... TEAM
... SERVICE PROVIDERS AND PARENTS

HOW

... DIRECT AND CONTINUOUS MEASUREMENT

- Criterion tests, observations systems, informal tests, charting behavior, rating scales, checklist interview.

OUTCOME

... POSSIBLE CHANGES IN:

- Student Profile
- Levels of Performance
- General Goals
- Teaching Approach/ Methodology
- Specific Objectives
- Evaluation Procedure
- Service Delivery
- Criteria for Movement

... AN INTERMEDIATE OR FULL RE-EVALUATION IS WARRANTED
... NEW IEP (ANNUALLY)

RE-EVALUATION

§ 334.0 RE-EVALUATION OF THE CHILD

Each school committee shall provide a full or intermediate re-evaluation for the child when such re-evaluation is recommended by a participant in a review meeting. Parental consent shall be obtained prior to the re-evaluation, and all the provisions in this chapter pertaining to full and intermediate evaluations shall pertain to full and intermediate re-evaluations. Subject to parental consent, the school committee shall no less than every three years provide a re-evaluation of each child who has been placed in a special education program.